

DOCUMENT RESUME

ED 061 347

UD 012 162

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 TITLE Beyond Desegregation: Problem Solving in Two Elementary Schools.
 INSTITUTION California Univ., Riverside. Western Regional School Desegregation Projects.; California Univ., Santa Cruz.
 PUB DATE Nov 71
 NOTE 129p.
 EDRS PRICE MF-\$0.65 HC-\$6.58
 DESCRIPTORS Educational Change; Elementary Schools; Integration Methods; *Problem Solving; Racial Attitudes; *School Integration; Social Attitudes; Student Teacher Relationship; Student Teachers; *Teacher Attitudes; *Teacher Education; Teacher Seminars
 IDENTIFIERS *California; Civil Rights Act of 1964 Title IV Programs

ABSTRACT

The Laboratory School-Teacher Education Module, funded under Title IV of the 1964 Civil Rights Act, is designed to use the situation of the integrated school as a laboratory for the study of problems of desegregation, with emphasis placed on the process of helping the entire staff of schools in transition to become involved in identifying and analyzing the problems and working toward their solutions. To carry this out, the Laboratory School staff during the year 1970-71 attempted to create forums and dialogues designed to assess school needs as seen by parents, interested community groups, and school and university personnel, and to develop and initiate programs designed to meet those needs. University of California at Riverside (UCR) students and teachers attended the Laboratory School workshops designed to meet specific needs of teachers in two Riverside elementary schools. In some cases, cooperating teachers and their UCR student teachers worked together in establishing innovations such as personalized reading programs with special attention to meeting needs of the ethnically different child. In essence, the Laboratory School activities constitute a "case study," the tracking of which is best done by close attention to the interrelated attitudes and goals of all participants.
 (Author/JM)

ED 061 347

BEYOND DESEGREGATION: PROBLEM
SOLVING IN TWO ELEMENTARY SCHOOLS

by

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Title IV School Desegregation Projects Evaluation
U.S.O.E. Contract EOE C-9-70-0037 (037)

Western Regional School Desegregation Projects
Laboratory School-Teacher Education Module

University of California-Riverside Unified School District
Riverside, California

November, 1971

UD012162

FOREWARD

The contents of this report may be helpful to a variety of persons interested in the process of school desegregation. Whereas, the report does not empirically document change in achievement levels, racial attitudes, self concept, etc., it does attempt to capture some of the components of the "process" that occurs after the "mixing of the bodies." As a result, I believe our staff is much closer to answering the question which deserves immediate national attention: "What happens after desegregation?"

For the researcher we hope the report will offer assistance in measuring school change which results in some degree of integration or pluralism rather than desegregation. On this point, may I suggest the reader pay particular attention to the sections describing teacher attitudes and the resulting behaviors.

For those with an interest in student teacher training, the section on the student teacher program may be of particular interest. Our staff is convinced that this approach to training future teachers for the multi-ethnic classroom has considerable merit. The student teachers who completed this program not only left with a repertoire of skills to meet the wide variety of needs in a desegregated classroom but they also were more employable candidates in the eyes of recruiters who visited our campus last spring.

For the Intergroup Specialists Title IV personnel and Human Relations Specialist the entire report contains many implications for inservice training. The dynamics recorded in the evaluation may not be indigenous just to Riverside, it may be prevalent in other recently desegregated districts.

To the school administrator, university faculty member and those with a general interest in school desegregation our staff again emphasizes the importance of teacher attitudes in this process of school change. Title IV goals in a school setting encourage all participants to reexamine questions about race and education. Many of our teachers found this very painful. Some resisted with the idea that desegregation solved all of the problems of race. And yet still others saw us as "unpatriotic" for reopening this topic. It is the conclusion of our staff that race still is a valid area of concern for contemporary educators.

James Deslonde, Director
Laboratory School:
Teacher Education Module

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GENERAL INTRODUCTION

Proposals for technical assistance on problems of school desegregation are authorized under the provisions of Title IV, Section 403, of Public Law 88-352, The Civil Rights Act of 1964.

Riverside Projects

Approval of a grant to provide a regional center for the study of school desegregation problems was received April 12, 1970. The project at that time was seen to consist of three operating modules: teacher training, technical assistance in evaluation, and regional dissemination. The Laboratory School-Teacher Training Module represented a joint effort on the part of the Riverside Unified School District and the University of California at Riverside to expedite enhancement of ethnic integration in the public schools.

After one year of operation, the now-named Western Regional School Desegregation Projects have been refunded for the year 1971-72. The Laboratory School-Teacher Education Module will continue to operate in Riverside schools in cooperation with the University of California at Riverside.

DEVELOPMENT OF THE TITLE IV PROJECTS

The intent of the developers of the proposal under which the Laboratory School-Teacher Education Module was funded was to create a regional center to meet the growing demands for the dissemination of research results, the undertaking of needed research in the area of equal opportunity in education and the development of expertise in multi-ethnic education.

It was hoped that the location of the center in Riverside on the university campus would facilitate coordination of the new programs with those designed to carry out the Riverside School Study and other research projects. The experience gained in the past by personnel at the Riverside Unified School District and the University of California made Riverside the preferred location for the new projects.

The Organizational Structure

As originally conceived this proposed technical assistance program was to begin operations with three project "modules" plus a center "core" staff with an administrative director, a computer programmer in charge of data storage, retrieval and analysis, an administrative assistant and a "coordinator of training of graduate students." Figure 1 depicts the envisioned structure of the center at the time of the submission of the original proposal. Since the inception of the program, however, many alterations in structure and staffing have been undertaken to make the center more effective. These changes were made in response to needs expressed not only by the Title IV staff but also by the community, the university, and the citizens of the western region. The present structure, personnel positions and nomenclature appear in Figure 2.

The major change involved the addition of a Field Services Coordinator, Mr. Manual Banda, Jr., to complement the activities of the Administrative Coordinator, Dr. Lulamae Clemons. Another important change is the placement of additional grant monies designated for specific new projects under Dr. Clemons' direction in the core staff.

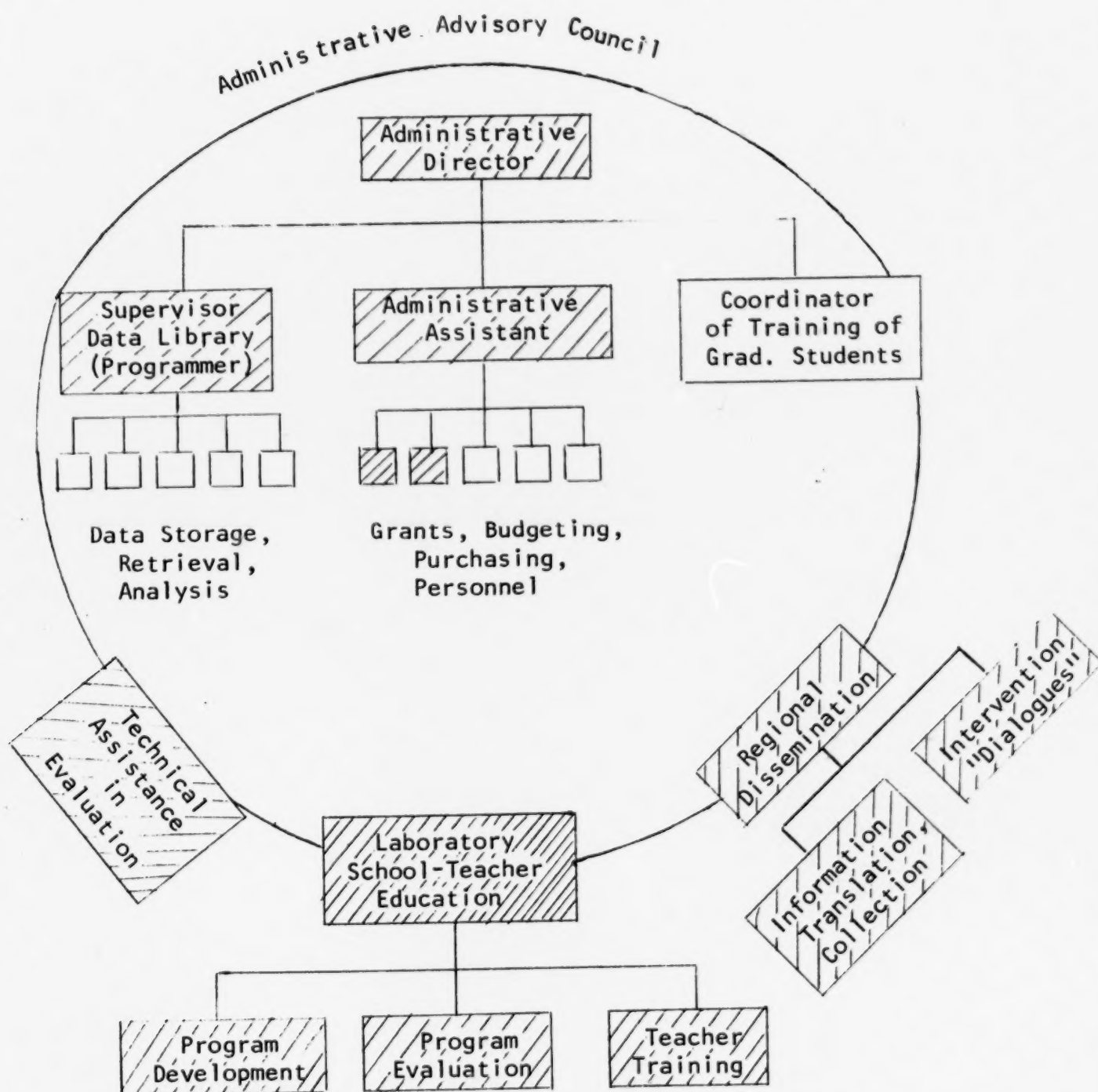
Title IV Activities

During the first year of operation the administrators of the Western Regional School Desegregation Projects have identified nine specific needs incident to the desegregation of public schools:

1. To provide immediate assistance to school districts which are faced with sudden and serious local problems.
2. To coordinate other Federal programs and assist in the effective use of funds from such programs to advance desegregation and equal educational opportunity.
3. To provide administrative and instructional reorganization to cope with desegregation.

FIGURE 1

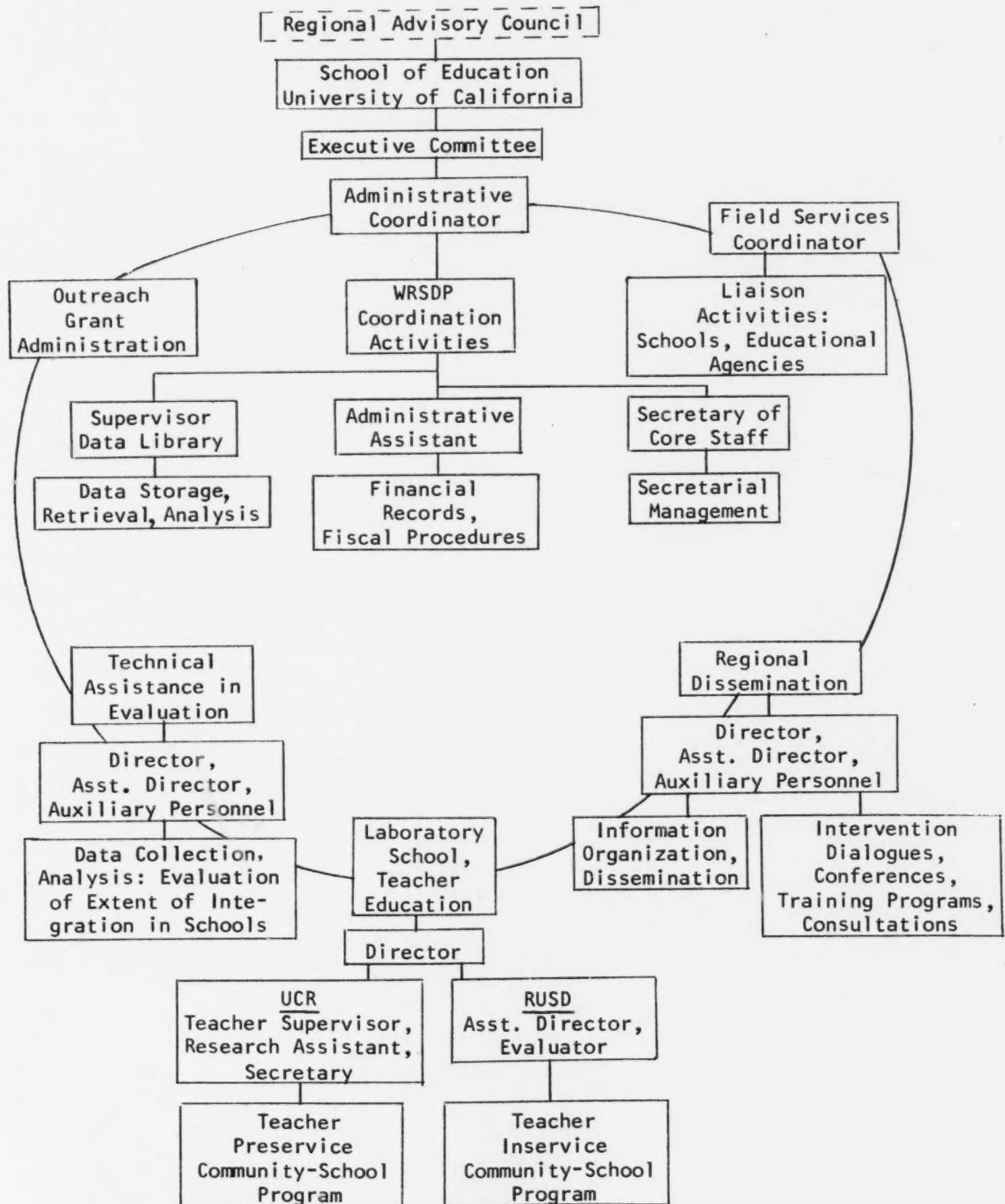
PROPOSED ORGANIZATIONAL STRUCTURE
OF THE CENTER FOR THE STUDY OF ETHNIC ACCOMMODATION
1970-1971



Note: Redrawn from Proposal for Technical Assistance Program on Problems of School Desegregation, University of California, Riverside, January 16, 1970, p. 9.

FIGURE 2

ORGANIZATIONAL STRUCTURE OF THE
WESTERN REGIONAL SCHOOL DESEGREGATION PROJECTS
1971-1972



4. To develop programs related to the problems of resegregation.
5. To develop community support.
6. To develop long-range educational policies and planning in relation to the desegregation of schools and to the education of a multi-cultural society.
7. To develop teacher preservice-inservice training programs.
8. To identify and analyze facts relevant to the instigation and accomplishment of desegregation.
9. To develop and disseminate information and materials generated by the Projects. ¹

The above specific need areas have become the foci of the work unit modules during the first year of grant operation. The activities designed to meet these needs by the module staffs plus those of the Core Staff are given below.

The Technical Assistance Evaluation Module

The Technical Assistance Module under Dr. Jane Mercer of the Department of Sociology is prepared, in the coming year, to offer an "Evaluation Kit" to school districts. The "kit", through the use of the pretested questionnaire devices, observational measures and various statistical analyses, will enable a district to evaluate just where a school is in regard to integration in staffing patterns and in administrative, faculty, student and parent behavior. Procedures have been developed by means of which districts may investigate student achievement, teacher and student attitudes and preferences, and whole-school functioning. Through the use of such measures, a district may assess where particular schools fall along a continuum extending from a state of simple desegregation ("mixing of bodies"), through a state of true integration in which students and staff occupy comparable achievement and role statuses regardless of ethnicity. Through such investigations a district, in a relatively short period of time, may receive information pertinent to allocation of personnel and resources to approximate equal educational opportunities for all. Dr. Mercer's staff has pretested the kit and is arranging its use in several districts at this time.

The Regional Dissemination Module

Directed by Dr. James Hartley, Dean, University Extension, the Regional Dissemination Module, through the media of formal papers, newsletters, and train-

¹ Proposal for Technical Assistance Program on Problems of School Desegregation, University of California, Riverside, May 11, 1971.

ing programs informs school administrative personnel, intergroup relations specialists and interested citizens of research results, legal and social developments and new educational programs in school desegregation. Activities are aimed at providing effective communication between those with expertise in these areas and those who wish to find solutions to problems. The module offices serve as both a source and a clearinghouse for research reports, reviews, and articles dealing with school desegregation. This staff also aids in selecting and interpreting research conclusions for application in specific districts. Module publications aim at providing succinct, clear, and timely information relating to school desegregation efforts. In addition to information dissemination, the Regional Dissemination Module provides face-to-face problem solving dialogues through conferences, training programs and consultations. All module activities are coordinated with those of the various educational and intergroup relations bureaus in the western states and with university and community agencies and institutes.

Laboratory School-Teacher Education Module

The Laboratory School-Teacher Education Module under the direction of Dr. James Deslonde of the Department of Education, began its program in September, 1970, with the following charge:

The Laboratory School-Teacher Education Module will be designed to use the situation of the integrated school as a laboratory for the study of problems of desegregation. Emphasis will not be on the introduction of curricular materials nor on the instruction of teachers in new techniques, but rather on the process of helping the entire staff of schools in transition to become involved in identifying and analyzing the problems and working toward their solutions.¹

To carry out this charge the Lab School staff, during the year 1970-71 attempted to create forums and dialogues designed to assess school needs as seen by parents, interested community groups, school and university personnel, and to develop and initiate programs designed to meet those needs. Lab school activities included "buzz sessions," the meeting of university students and elementary school teachers in a jointly sponsored UCR-school course in problems of desegregation, numerous community and neighborhood meetings, and a prototype student-teacher training program emphasizing creation of teaching skills in the multi-ethnic classroom. UCR students and teachers attended Lab School workshops designed to meet specific needs of teachers in two Riverside elementary schools. In some cases, cooperating teachers and their UCR student teachers worked together in establishing innovations such as personalized reading programs with special attention to meeting needs of the ethnically different child.

¹Proposal for Technical Assistance Program on Problems of School Desegregation.
University of California, Riverside, January 16, 1970.

Western Regional School Desegregation Projects
Center Core Staff

During the latter part of last year and for the grant year 1971-1972, the Administrative Coordinator, Dr. Lulamae Clemons, will oversee the activities of the three modules and act to expedite procedures necessary for the accomplishment of the three programs. The coordinator is responsible for integrating both the needs and the program goals of the various modules and providing technical and administrative support in Title IV communications with the Riverside Unified School District, the University of California and the U.S. Office of Education.

Mr. Manuel Banda, Jr., will serve as Field Services Coordinator in the 1971-1972 grant year. While he provides direct services, he also coordinates school needs with services offered by the three modules mentioned above as well as other agencies in the western region. Acting as liaison agent between many persons and groups both needing and providing assistance with problems of desegregation, he is in a position to recommend projects to module directors or to assist school officials in finding help outside the Desegregation Projects.

Crucial to the efficiency of the projects undertaken by the three modules are the services of Mr. Herbert Nickles, the computer programmer who responds to the complex needs of all the module programs. Mr. Nickles has provided services in data collection, organization and analyses as well as in the relatively new area of computer provided data display (computer "graphics").

Mrs. Jacqueline Watters serves as Administrative Assistant, acting as a resource in administrative matters and fiscal control, and Mrs. Toni Williams is responsible for secretarial management.

Major Contributors: Laboratory School-Teacher Education Module

Developers of Original Proposal

The development of the original proposal was accomplished through the efforts of Mr. E. Raymond Berry, Superintendent of the Riverside Schools, Dr. Mabel C. Purl, Director of Research and Evaluation, and four University of California faculty members at Riverside: Dr. Merle L. Borrowman, then Dean of the School of Education; Dr. Irving H. Balow, then Professor, School of Education; Dr. James R. Hartley, Director, University Extension; and Dr. Jane R. Mercer, Associate Professor, Department of Sociology. Dr. Purl and Dean Borrowman were instrumental in initiating the proposal and have continued to offer expertise and support during the first year of grant operation. Dr. Mercer and Dr. Hartley, named project directors for the first year of the grant, and Dr. Balow, as Chairman of the Laboratory School Steering Committee, have all continued to have key roles in program development.

The Executive Committee

Members of the Executive Committee create and implement policy decisions for the Western Regional School Desegregation Projects. The Executive Committee includes: Dean Merle Borrowman, Mr. Manuel Banda, Jr., Field Services Coordinator; Mr. E. Ray Berry, Superintendent, Riverside Unified School District; Dr. Lulamae Clemons, Administrative Coordinator; Dr. James Deslonde, Director, Laboratory School-Teacher Education Module; Dr. James Hartley, Director, Regional Dissemination Module; Dr. Jane Mercer, Director, Technical Assistance in Evaluation Module; and Dr. Mabel Purl, Director, Research and Evaluation, Riverside Unified School District.

The Laboratory School-Teacher Education Module Steering Committee

Chaired by Dr. Irving Balow, the Steering Committee met several times during the year at points crucial to program planning. The members were: Mrs. Zoe Brown, Principal of Victoria Elementary School in Riverside; Mr. Jack Nelson, Principal of Jackson Elementary School in Riverside; Mr. Horace Jackson, Principal of North High School and Mr. Robert Flores, Principal of University Heights Junior High School, both in Riverside; Mrs. Patricia Dahms, Dr. Alfred Castaneda, and Dr. Mark Lohman, all of the faculty of the Department of Education, Riverside.

Ex-officio members of the Steering Committee from the Riverside Unified School District were: Mr. E. Ray Berry, Superintendent; Dr. Mabel Purl, Director, Department of Research and Evaluation; Dr. Elisabeth Flach, evaluator for the Laboratory School Module; Mr. Jesse Wall, Director, Transitional Education; Mrs. Pauline Morrow and Mr. Robert Valencik, master teachers from the two Title IV Elementary schools; Mrs. Toni Williams and Mrs. Mary Ayala, community aides for the Lab School project. University faculty attending in an ex-officio capacity were Dean Borrowman, Dr. James Deslonde and Dr. Howard Adelman.

Participants: Laboratory School-Teacher Education Module

Director and Evaluator

The Director of the Laboratory School-Teacher Education Module, selected in the summer of 1970, is Dr. James Deslonde, a recent graduate of the doctoral program in educational sociology at Case Western Reserve University. Dr. Deslonde is experienced in the educational field both as a classroom teacher and as an assistant director of the PACE Association. Dr. Deslonde accepted the Lab School directorship as a half-time position; he is also a member of the teaching faculty of the Department of Education, at the Riverside campus of the University of California. Dr. Elisabeth Flach, with a background in social psychology and statistics was named project evaluator. Evaluators on Federal grants operating in the Riverside Unified School District work out of the Department of Research and Evaluation under the direction of Dr. Mabel Purl.

School Personnel

Prior to the beginning of grant activities the staffs of two elementary schools in the Riverside Unified School District had agreed to participate in the projected Title IV Lab School activities. The schools were Victoria School, on Arlington Avenue in the Riverside Plaza area and Jackson School in the Arlington area. Principals Mrs. Zoe Brown and Mr. Jack Nelson worked with their staffs in the spring of 1970 to create a receptive atmosphere for Title IV activities which were scheduled to begin with the opening of school in September. Two "master teachers," Mrs. Pauline Morrow and Mr. Robert Valencik, were chosen from Victoria and Jackson Schools to act as Title IV liason and student teacher program coordinators. Two community aides, Mrs. Toni Williams and Mrs. Mary Ayala were selected and, like the master teachers and the evaluator, were paid from Title IV funds administered through the Riverside Unified School District.

The Two Schools

Both the schools chosen to participate in the Lab School Program are located in white neighborhoods with minority children bused in from distances of approximately 4 to 8 miles. Aside from the ethnicity of the neighborhoods, the two schools chosen for the project are quite different.

Victoria School

Victoria, located in the "new downtown" area has a walking community which can be characterized as belonging to the middle to upper-middle professional and managerial classes. Many military families have lived in the area and often return after tours of duty elsewhere. Although many of the houses were built by tract developers around 10 to 15 years ago, there is a significant number of relatively expensive, individually built homes. Within recent years some residents have sold houses in the area in order to move to more expensive tracts in the hills to the northeast. Teachers at Victoria occasionally say that they have lost good students because families have moved "up the hill." The total number of students at the beginning of the school year was approximately 480 with about 30 per cent bused minority children. The 11 per cent black and 19 per cent Chicano children arrive by bus from two minority communities, the "Eastside" about 5 miles to the northeast, and Casa Blanca about 5 miles to the southeast. The principal has been with the district as an administrator and as an elementary school principal for many years. The year 1970-71 was her third year at the school. The teachers at Victoria project a middle or upper-middle class image, much like that of the residents of the walking community. There are no blacks or Chicanos on the teaching staff at Victoria.

Jackson School

Jackson is located in the outskirts of Riverside in the far southeast corner of the Riverside District. The neighborhood consists of basically lower-middle to middle-class "blue collar" families, small business managers and technicians. The school enrollment is currently around 970 with 9 per cent blacks and 15 per cent Chicano children bused from the same communities as send children to Victoria. In the case of Jackson School, the black children come from a low-cost housing project near the Chicano community. The principal of the school has been with the district schools for eighteen years and with Jackson since its opening. Jackson, because of its size, also has a vice-principal, Mr. Mike Cunningham, who has concentrated on primary curriculum matters. The staff of Jackson presented a varied picture of a basically white middle-class staff with one Mexican-American and three black teachers at the beginning of the school year.

School Comparisons

The two schools differ on certain pertinent demographic variables (see

Figure 3). Data from which the "profiles" were drawn are presented in Appendix A. From perusal of the data it is possible to derive several facts contributing to the distinctive "images" of the two schools:

Size: Jackson is large by district standards (972 pupils); Victoria relatively small (486 pupils).

Stability: Both schools have less than the average number of pupils involved in transfers in recent years.

Socio-economic Status: Victoria is above average, with a predominantly professional and small managerial class clientele; Jackson below, with a mainly "blue collar" clientele.

IQ and Grade Equivalent: Victoria is above average in both; Jackson, below average in both.

Per Cent Minority: There are slightly more at Victoria (30 per cent) than at Jackson (24 per cent)--the difference perhaps accounted for by an increase in Victoria's Spanish surname walking population.

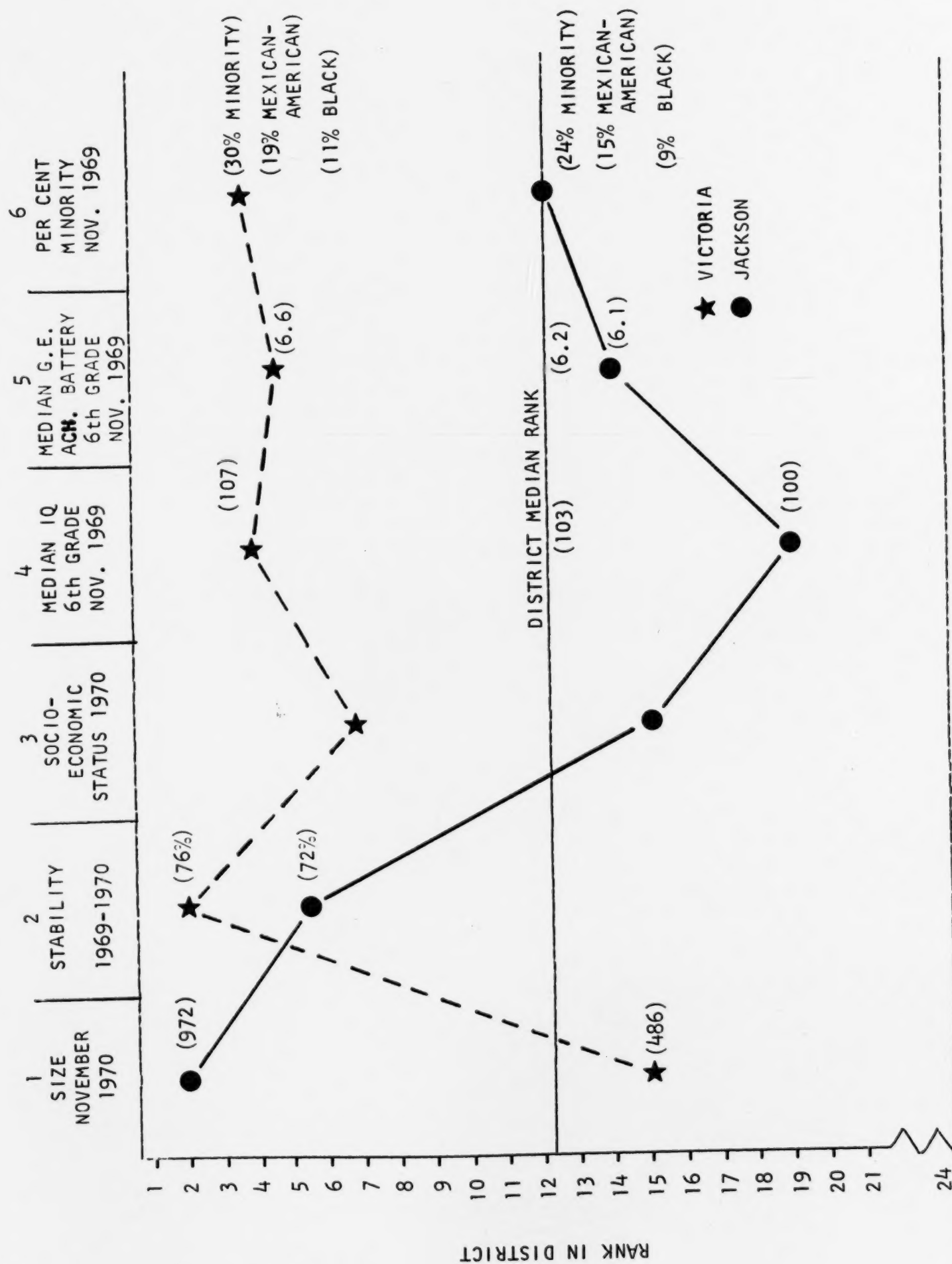


FIGURE 3 PROFILES OF TWO SCHOOLS

LABORATORY SCHOOL-TEACHER EDUCATION MODULE PROGRAM DEVELOPMENT

The focus of the Laboratory School-Teacher Education Module was to be on the processes of helping the entire school to become involved in identifying and analyzing the problems of desegregation and in expediting the discovery of solutions to these problems. The actual activities undertaken to these ends are listed in a "Time Line" in Figure 4. A detailed "Calendar of Events" appears in Appendix B. Three program phases, covering needs assessment, needs integration, and activity development are summarized below.

Phase I: Needs Assessment

During the early months, Lab School activities concentrated on creating dialogues and response forums designed to assess particular needs as seen by its clientele: the staffs of the two Laboratory Schools, the parents of children in these schools, citizens in the surrounding community and the educational and minority communities at large. These activities were carried out extensively during the months of September, October, November and December, 1970, through community meetings, small, private teacher "buzz sessions," and a jointly sponsored UCR-school course attended by both UCR students and Jackson and Victoria teachers. During these dialogues the Lab School staff was able to delineate problem areas as seen by the various groups contacted.

Introductory Community Activities

Beginning in September, Dr. Deslonde sought out and formally addressed the following organizations: the two chief Chicano organizations in Riverside which meet to discuss community concerns (three meetings, approximately 100 people), the two Parent Teacher Associations connected with the project schools (two meetings, approximately 75 PTA members and 25 board members), other formal and informal black groups (three meetings, approximately 30 people). Informal contacts were made with community leaders and communications developed among them regarding project activities and Title IV leadership. Dr. Deslonde made further contact with educational and minority leaders outside of the immediate area to assess concerns and availability of expertise. PTA newsletters from both schools contained news and comments about the module program.

Teacher "Buzz Sessions"

In the latter part of September and the beginning of October, a two-week period was devoted to small group "buzz sessions" at which teachers in the

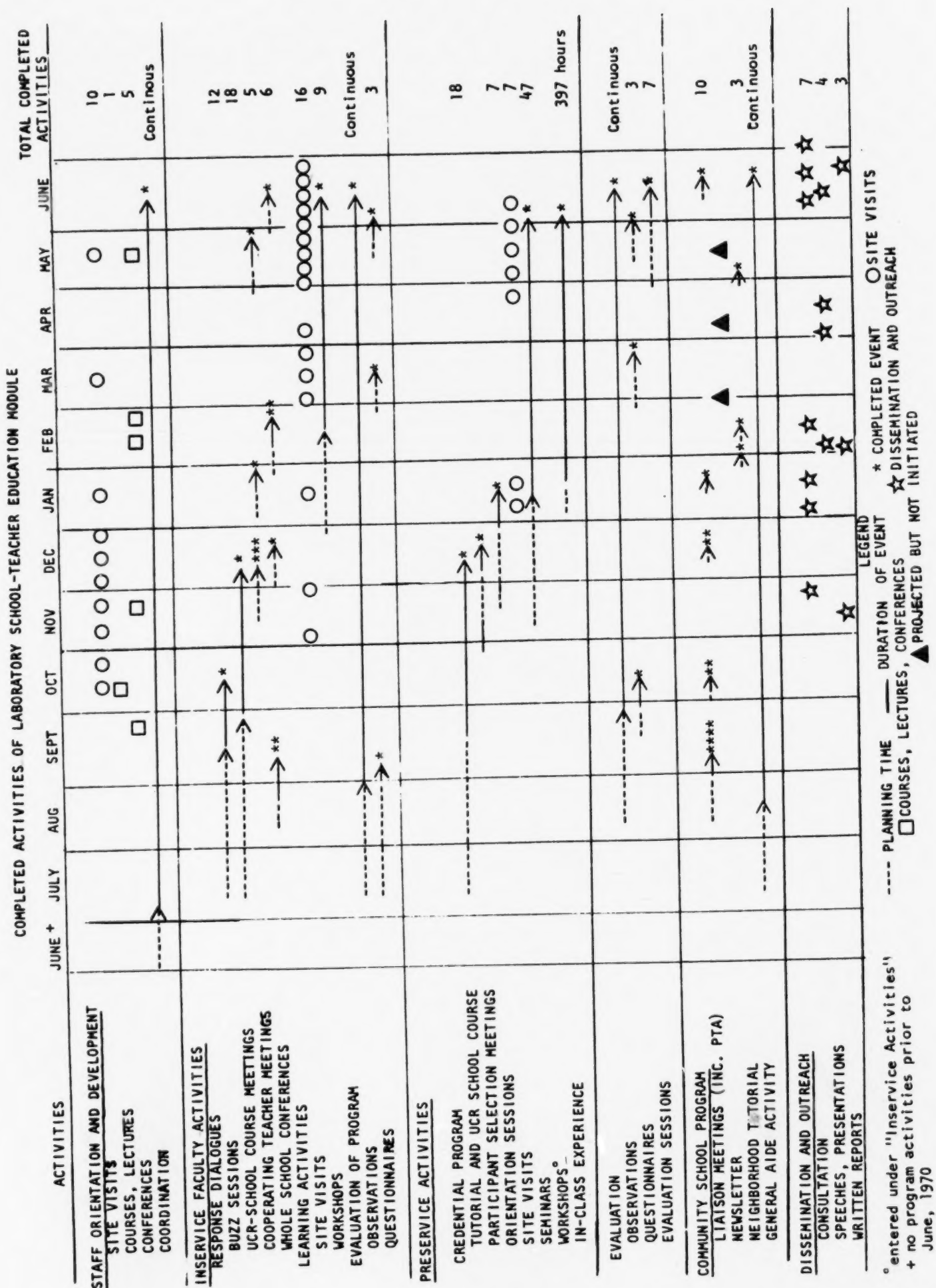


FIGURE 4 TIME LINE

project schools met in groups of three to six to talk informally with module staff. In these sessions teachers, in the absence of their administrative staffs were encouraged to discuss problems of teaching in the desegregated school. Findings from these sessions were instrumental in helping staff make decisions concerning type of inservice workshops offered later in the year.

Teacher Shared Concerns

The Lab School Progress Report to Office of Education officials for the quarter ending November 15, 1970 summarized these findings:

Although Jackson and Victoria Schools are different in many ways, it seems appropriate at this time to look at the common features which came to light through the meetings. Generally speaking, teachers at both schools share several areas of concern.

Teachers are faced with a series of dilemmas and problems specifically related to desegregation.

Teachers are still facing three major dilemmas¹ as documented through data from the Riverside School Study, and, for many reasons outlined by them, these issues have intensified since the beginning of desegregation. Most efforts on an elementary school level have been "stop-gap" approaches at best and have not offered the classroom teacher the tools or skills to resolve these issues.

Teachers are concerned that more effective efforts are not being made toward resolving the Mercer dilemmas or that resolutions are even possible. They are concerned that perhaps the real strengths of multi-ethnic, desegregated schools are not emphasized.

The negative parameters of racial differences can still be documented in the schools. There is general agreement that desegregated schools must do more than impart academic skills; the fostering of social integration and the development of human values should have the same priority as traditional achievement activities.

The teachers are tired--they feel pushed to the limits of their physical and professional endurance.

Talking about an added dimension to traditional achievement efforts and the creation of a "pluralistic school" through extra teacher

¹ Jane R. Mercer, "Issues and Dilemmas in School Desegregation: A Case Study." Proceedings of Western Regional Conference on Testing Problems (1968).

effort is sometimes not appreciated because of the harrying instructional problems each teacher faces. The UCR program is viewed by some as a way out.

Six specific problem areas were agreed upon by the teachers:

1. Resegregation - Resegregation occurs within the school building through several avenues; ability grouping in self-contained, ungraded or team teaching units, dual standards of discipline, after-school activities, flexible reading schedules, and busing.
2. Grading - The present grading system, while considerably improved over former ones, still promotes a series of problems centered around maintaining a standard academic achievement level: grading for effort versus grading for achievement, and socially promoting children. Although these grading problems would exist in segregated schools, desegregated schools compound and intensify them.
3. Communications - There is a "tread softly" attitude and a "don't make waves" sense of precaution. These attitudes negatively affect the communication between all groups concerned with the school. There is also a growing concern that teaching jobs are becoming scarce, a fear which reinforces these attitudes. When the "waves" concern minority student-teacher relations, the concern is great.
4. Discipline - There are a number of "deviant" youngsters in each class which makes the teachers' day very difficult. Among the most severe cases of deviancy are a disproportionate number of black and Chicano children.
5. Integration - Pluralism goals are difficult to plan for and achieve because there is a high degree of regimentation of the school's function through state- and district-mandated policies. These policies generally focus on the achievement of youngsters and tend to ignore the affective or the human component of the school.
6. Community Polarity - The families served by both schools live in three distinct communities: Casa Blanca, the Eastside, and the "walking" community. The first two rarely communicate with the teachers; the three rarely communicate with each other.

UCR-School Course

For the University fall quarter starting in October, Dr. Deslonde began an experimental cooperative school-university course held one afternoon per week at each of the Title IV schools. Both UCR undergraduate students and

school staff members participated. The aims of combining members of these disparate groups as presented in the November, 1970 Progress Report, were

- ...to test the idea that preservice and inservice can be combined;
- ...to offer a vehicle through which practicing teachers and young future teachers would get to know each other;
- ...to have these two groups develop dialogue around topics germane to school desegregation and teaching in multi-ethnic classrooms;
- ...to offer an early field experience for students beginning their preservice training.

One-third of the faculty and 28 students comprised the class at Jackson. Approximately 18 of these students were involved at the school as tutors, aides, "big brothers," or observers. One-half of the faculty and 30 students comprised the class at Victoria. Approximately 10 of the students were involved in this school as tutors and classroom helpers.

The teachers enrolled in the course received inservice unit credit toward salary increment or university credit. When it was convenient, principals of each school attended the classes as participants. The class format included the discussion of current educational or sociological research work and implications for teaching in a desegregated school. The class discussions and in-class exercises allowed the participants to make an analysis of sociological factors affecting individual behavior. The discussions attempted to draw teachers and students into the inquiry process about their long-accepted values and life styles which may or may not have accommodated differing values and subcultures. In general, however, teachers responded with reticence. The director made the following observations in the February 15, 1971 Progress Report:

1. Some teachers feel as though these personal value examinations are not necessary for them, "after all we've been teaching those children (minority children) for five years." They seem to feel that sheer survival is proof of the necessary kind of value-attitude commitment required to teach in desegregated schools. They also intimate that those adjustments and commitments were made five years ago and they refuse to go through the pains of re-examining themselves. "We love all of our children."
2. Some teachers held back because even though they may not have agreed in total with UCR students, their arguments were "weak and shallow" in face of those "bright college students." "They just need to get into that classroom and teach and face the same problems we do." "I am not as well read as they are." "They come on too strong--how can I say anything?"

3. Some teachers feel as though their school has no real race or ethnic problems. Their chief burden is to survive the grueling school day with all its demands on the classroom teacher. Our "real problem" is "trying to individualize instruction" or "reducing our class size." "If we get a flexible schedule everything would be fine."

The UCR students, in turn, seemed to be saying to teachers:

1. These teachers are "out of it." "They are really dodging the issues of race and achievement."
2. Teachers in desegregated schools are not sensitive enough to the needs of the children.
3. Public education has very little to offer unless massive changes are made.

Resulting Project Aims

As a result of the informal dialogues, "buzz sessions" and the UCR-school courses, the Lab School was able to delineate overall project aims in the November 15, 1970 Lab School Progress Report:

1. Assure community participation in all project activities.
2. Create forums and dialogues between all interested factions: children, teachers, parents, university theoreticians.
3. Provide inservice training for the present faculties focusing on instructional curriculum and school organizational change to develop and support a learning environment free of racial and socioeconomic constraints.
4. Develop plans for reaching future teachers of children through university teacher training programs.

Phase II: Integrating Clientele Needs

During the late fall and early winter months free use was made of the expertise of the Executive and Steering Committees in an attempt to integrate the various clientele needs. During this period a conflict arose when the director recognized the difficulty in creating an exportable "response process" model within the schools, should the wishes of the educational community be met through involvement of relatively large numbers of university students in the Lab School program.

In reference to the attitudes reflected in teacher-student interaction

during the UCR-school course, the director stated in the November, 1970 Progress Report:

These classes clearly brought out the possibility of conflict arising between students and classroom teachers. The module staff seriously questioned the feasibility of putting student teachers into the building on a sustained basis as part of our project. If these teachers are expected to respond to school problems then the UCR students may block that response because of their impatience with lack of change and basic value differences regarding desegregation. Another consideration was that of total school motivation. If our module staff is essentially concerned with "process" (in this case the process of getting total faculty to respond with their own resources to problems of desegregation) the addition of student teachers would cloud that process. The response model would actually be a combined student teacher-faculty response.

That the "student teacher-faculty response" might not be as cooperative as hoped seemed obvious to the director. Because of attitude and behavioral differences between teachers and students it was feared that the "impatience" of the students would cause them to be uncooperative, or conversely, that the teachers might fail to grant students the freedom to grow in the student teaching experience. The director felt there was the possibility that the students, instead of becoming partners with cooperating teachers in the response process would simply become "extra hands" and would be denied the opportunity to either perfect their teaching skills or to make significant contributions toward problem resolutions. In spite of staff concern, it was the consensus of the Steering Committee that student "cadres" should be placed in each school in the quarter beginning in January, and planning for their arrival occupied the late fall months. In regard to the question of whether or not the timing was "right" for the entrance of student teachers into the schools it should be noted that their involvement at any time in the school situation was clearly intended by the original proposal:

University personnel (students in pre-apprenticeship courses, student teachers, interns and professors) will intervene as active partners in all phases of the school program including community study, working with community agencies and individuals in the communities served, assisting in the design of curricula and the development of instructional plans, as well as sharing in teaching activities.¹

In order to implement the new program, a total of twelve hours was spent in committee meetings with teachers in each building. The teachers planned program structure, even detailing minor organizational adjustments which would have to occur when and if students were placed in the buildings. Selection criteria were devised, and each committee requested a "minimum day" to provide

¹Proposal for Technical Assistance Programs on Problems of School Desegregation, (University of California, Riverside, January 16, 1970), p. 21.

planning time for cooperating teachers and their student teachers. With the concurrence of the Steering Committee the proposal was formally presented to each faculty. Tentative commitments to act as cooperating teachers were made by the majority in each school. After several days' discussion, the committee of teachers surveyed their colleagues for final commitments to the teacher training program. The module was informed that each school was "ready to go." The support from each faculty for participation in the training program seemed to be general.

During this period, however, there was a great deal of interest in determining benefits to accrue to teachers on the part of some members of the Victoria faculty. Their main interest was concentrated upon receiving either compensation or inservice credits for participation in the program. Early in December, Dr. Deslonde, at the insistence of these teachers, ascertained that there would be a distinct possibility of teachers receiving a number of inservice credits provided the structure of the program was clear to concerned persons at the Riverside District offices, and sufficient teacher "input" was obtained to warrant granting of these inservice credits."

Phase III: Activity Development

After the entry of the student teachers into the schools had been negotiated, specific program activities were planned to respond to the needs of the university, the schools, and the community.

Student Teacher Program

From November to June the cooperating teacher-UCR student teacher relationship was negotiated, planned and fully established. Twenty-eight UCR students, mainly of graduate standing, were admitted as credential candidates to the School of Education. These students become the "guinea pigs" for an elaborate experiment in teacher training: as members of a student teacher "team" they were to be the first wave of trainees to receive a competency-based education for elementary teaching. "Methods" courses were to be waived, with emphasis placed on developing in the student actual teaching competencies, instead of the course-taking competencies thought to have been encouraged by earlier teacher education programs.

Teacher Inservice Workshops

During the period March through early June, the Lab School sponsored workshops open to the certified teachers and the student teachers. Content of these workshops was aimed at meeting the specific needs of the teachers in the two schools. Cooperating teachers and their student teachers were encouraged to attend the workshops together in order to gain maximum benefit from the programs. In a few cases, cooperating teachers and their student

teachers did faithfully attend workshops together and "took turns" visiting a school facility where a particular program could be viewed. For these few, the inservice-preservice programs achieved the intended integration, and maximum benefit was received from the program. Some of the underlying reasons the inservice portion of the program was not popular are discussed in the "Program Activities" section of the paper.

Community-School Relations

In addition to the introductory community activities listed under Phase I, the Lab School staff attempted to meet periodically with members of the community to continue the dialogues begun in the introductory phase. These meetings continued to be held with parent and community groups, with the initiation, toward the end of the year, of a "neighborhood tutorial" plan leading to the holding of prototype meetings in two of the Victoria parent communities.

Dissemination and Outreach

During the year Lab School staff was involved in site visits, consultations and formal presentations to interested groups. Written reports, mainly in the form of quarterly Progress Reports, were submitted to the U.S. Office of Education.

LABORATORY SCHOOL-TEACHER EDUCATION MODULE PROGRAM ACTIVITIES

The Student Teacher Program

The initiation of the Title IV Student Teacher Program required elaborate organizational activities, complex needs integration and, in some instances, exploration of new methods of teacher training. Dr. Deslonde, the two master teachers, and the evaluator did the bulk of the preparatory work in November and December, 1970.

Introductory Phase

A total of 48 eligible students were identified through the School of Education files. Two meetings with these students outlined the goals of the Title IV projects and the Lab School project, and interested candidates were invited to apply. Twenty-eight students were finally selected. A one-week orientation session was designed to familiarize the student teachers with the history of the integration effort in Riverside, the programs and concerns of the two schools they would be entering, and overall concerns of the educational and minority communities (see Appendix B). A general weekly schedule to be followed by the student teachers was prepared by the master teachers, the Lab School staff, and the members of each school's Student Teacher Planning Committee. Table 1 presents the weekly schedule, plus a final accounting of hours spent in classrooms, in seminars and workshops, and in after-school planning. Students entered the schools January 11, 1970.

Most of the student teacher activities were not "on paper" at the time of their entrance into the schools. The lack of precedents in activity planning for a competency-based teacher education resulted in some confusion at this point as to whether students should actually rely entirely on in-class experiences or should still be receiving some regular "methods" courses.

Student Teacher Program: Operations

Developing the Cooperating Teacher-Student Teacher Relationship

The calendar for seminar and workshops for student teachers (see Appendix C) gradually evolved during the first few months in the schools. Because the majority of students had not had the traditional "methods" courses there was immediate concern on the part of the students and teachers alike that the student teachers might be unprepared for their assignments in the classroom. It was the consensus that student teachers could not receive full benefit from their in-class experience without some prior preparation; it was felt

TABLE 1

SUMMARY OF STUDENT TEACHER SCHEDULE: JANUARY TO JUNE, 1970

School	General Weekly Schedule		
	Monday	Tuesday - Wednesday - Thursday	Friday
Victoria	In Class	In Class	9:30 - 12:00 Seminar 1:00 - 3:00 Title IV Activities
Jackson	8:00 - 9:25 In Class 9:30 - 12:00 Seminar 1:30 - 3:00 Minimum Day Program	In Class	8:30 - 11:30 In Class 1:30 - 3:00 Title IV Activities

Notes:

Total In Class Hours

Victoria: 397 hours calculated as five hours per day, for period January 11 through June 4, a total of 20 weeks minus holiday hours. "In Class" denotes observing, teaching and/or interacting with the the children in small groups and with classes as a whole.

Jackson: 397 hours calculated as above.

Total Seminar, Workshop Time

Victoria: 87 hours plus additional hours for programs set up by Victoria staff.

Jackson: 85 hours, plus any additional programs given during Jackson's "minimum day" on Mondays, beginning on February 8.

After School Planning Time

Both Schools: A minimum of 80 hours spent in planning time with the cooperating teachers. This is calculated as one hour per day for the time period listed above. Additional time was spent by many.

Site Visits

Both Schools: A variable amount of time was spent in site visits by student teachers.

that future programs should allow for some types of "methods" courses before entry into the schools. It was at this point that Mrs. Patricia Dahms, a UCR supervisor of teacher education, began to meet extensively with the "cooperating teachers" (teachers with student teachers) and student teachers as well as with master teachers and the school administrative staffs. Mrs. Dahms' educational activities during the period of January to April may be summarized:

Number of Meetings:

	Victoria	Jackson
Student Teachers	9	9
Cooperating Teachers	7	4

At these meetings Mrs. Dahms delineated for members of each group the role behaviors which would yield maximum benefits in the cooperative teacher-student teacher relationship. Until Mrs. Dahms left on temporary leave April 7, she offered invaluable help to all program participants in resolving difficulties in personal relationships, in guidance for skill development in the student teachers and in presenting general teaching methodology and strategy (see Appendices D and E for Mrs. Dahms' topics).

Developing Student Teacher Responsibilities

One of Mrs. Dahms' main tasks during this period was the outlining of programs for developing student teacher responsibility in the classroom. A program was devised which allowed for thorough student teacher observation of the cooperating teacher, acceptance of routine classroom tasks, increasing responsibility for small numbers of students, responsibility for pupils and classrooms for parts of days, and finally entire responsibility for pupils and classroom for the last two weeks of the eleven week quarter. Thus, over a period of weeks, the student hopefully developed to the point where he or she could feel comfortable in functioning as a "real" teacher. At the "quarter break" at the end of March, students changed grade levels from "primary" (K-3) to "upper" (4-6), or from upper to primary.

Direct Supervision of Student Teachers

Direct supervision of student teachers was accomplished through cooperative efforts of the university supervisor, the master teacher in each school and the individual cooperating teachers. Mrs. Dahms says:

Visitations for university supervisors were scheduled by the master teachers at each school for every other week. After each lesson was observed a conference was held to talk to the student teacher, classroom teacher, and master teacher. Specific dates and lessons observed were recorded. A final evaluation conference was held at the end of the first student teacher assignment with each student. A conference form was

used and student goals were added for the next and final student teacher assignment.¹

For the first quarter, university supervision of Victoria student teachers was shared by Mrs. Dahms and Mrs. Beverly Guidero, with Jackson student teachers being supervised by Mrs. Dahms and Mrs. Sarah Blaker. For the second quarter (April through June), Mrs. Blaker had the entire responsibility for Jackson students and Mrs. Guidero for those at Victoria.

In addition to the routine visits paid by the university supervisor, the master teachers kept their own visiting schedules, often attending a class at the student teacher's request. The advantages of having an in-school supervisor in addition to the university supervisor are obvious. That problems may develop in these complex evaluative interactions was expected. The variable impact of some of these problems is discussed in the "Program Evaluation" section of this paper.

Seminars, Workshops, Site Visits

One of the major canons of a competency-based teacher education program is the necessity for the development of needed skills, rather than the mere absorption of information. However, the students felt an immediate need for certain basic kinds of information usually found in the broad survey-type methods courses. Requests were immediate for reading and mathematics seminars. Victoria School, feeling the Lab School did not respond rapidly enough to their requests began a mathematics seminar series with Dr. Bruce Chalmers of the university mathematics faculty. By the end of January, the Lab School provided the first seminars honoring these requests. Unfortunately, a problem arose in asking the university professors of education to give seminars for the Lab School Program. As they had been previously committed to regular teaching loads, our requests represented "overload" and constituted an imposition. That many were able to donate the time for one or more seminars was fortunate for the program; without these experiences our students would probably have been "short-changed" in their education. There were, in spite of the disadvantages inherent in attempting to set up seminars on demand, many distinct advantages to providing them as a result of need for a specific kind of experience. Students were all too aware of their own lacks; they concentrated intently on presentations and were well able to evaluate whether a particular program would actually "work" for them. Evaluation of seminars and workshops (see "Evaluation" section) indicates that workshops were popular often only to the extent that they presented programs known to be effective in the classroom. Most popular were programs given by practicing elementary school teachers. These programs could be observed in site visits and requests for follow-up help in the form of consultations were common. Philosophical "rap sessions" with learned professors who are not classroom teachers were not as popular; perhaps many students are not able to enjoy reflections on profound issues while in the throes of everyday beginning teaching.

¹ Lab School communication from Mrs. Dahms, April 14, 1971.

Site visits were an extremely popular feature of the program (see Appendix F). Of major interest were schools attempting programs somewhat different from those found in most Riverside schools. Programs on the "British Infant School" model or those utilizing the "open" or "pod" design were popular. Local schools, especially Washington, Longfellow, and Emerson also generated some interest. Student teachers reported they enjoyed seeing "Personalized Reading" and "Creative Dramatics" programs actually being used; they then felt the courage to attempt the programs themselves. An added benefit for the project was the possibility that both the cooperating teacher and the student teacher could visit the same program and subsequently share in the development of the ideas in their classroom.

The Teacher Inservice Program

The outlines of the teacher inservice program are given on page 13. At many points during the year an attempt was made to involve teachers in the "response process." Buzz sessions, the UCR-school course, the various teacher meetings and whole-school conferences all invited teachers to be a part of the "dialogue" encouraged by project guidelines. That these meetings did not function to involve teachers adequately is apparent from the polarization that ensued almost as soon as the student teachers entered the school. In contrast to the relatively smooth development of the student teacher program, the teacher inservice program had difficulty at several points in its development. It is the hope of the Lab School staff that detailed consideration of the history of the problems encountered during the past year will enable staff to delineate a more mutually beneficial program for the following year (see "Recommendations" section).

Problem Areas

Credit or Compensation

Almost from the entry of the project into the schools, there was a very heavy emphasis on the benefits that teachers should receive for cooperating in project activities. By late fall, when planning for the student teacher program had begun, a paradox became apparent: the project had money available for teacher substitutes providing released time for teachers to participate in seminars, workshops, and site visits; but teachers would receive no credits or compensation for participation in these activities if released time were used. Unfortunately, the Lab School was not able to develop a rationale for forcing use of the released time and was "put off" by arguments that "we can't be out of our rooms that much," or "I've already made my plans for the year," etc. Some teachers cited instances where districts gave two inservice credits "just for taking a student teacher," others found articles in NEA publications which stated that some universities and districts pay from \$75 to \$200 per semester to cooperating teachers. The general tone of these negotiations, mainly emanating from Victoria School, was to control the amount of extra work for teachers and assure a certain amount of benefit.

The effect of the bargaining, coupled with the imposition aspect of using UCR faculty as workshop and seminar leaders, tended to depress Lab School activity in the inservice portion of the project. Teachers made it clear that inservice credit for attendance after school hours was preferable to released time. The decision was made, at this point, to hold workshops after school hours; in this way compensation in the form of credit would be assured. Substitute time would be used only for site visits which must be made during school hours.

A "Negative" Tone

Another difficulty was the friction created by the projects aim of "solving problems" when schools are loath to admit to having problems. Such admission was perhaps construed as depreciation of earlier efforts; the schools felt that the director was too critical of their programs and found it necessary to defend themselves from what they felt was unwarranted criticism. Discussions of buzz session and UCR-school course results as seen in progress reports to the Steering Committee and to school faculties were rejected as unduly concentrating on negative aspects of school programs, to the detriment of the overall intent of the project.

The director did not see how he could "answer needs" without delineating problem areas. Principals perhaps felt in addition a lack of opportunity to resolve these issues by the usual recourse to central office expertise: the "chain of command" was unclear in cases where expertise is available from the university.

Allocation of Minimum Day Time

A particularly difficult problem was the allocation of "minimum day" time at Jackson. While it had been expected by Lab School staff that the extra time would be used for cooperating teacher-student teacher planning time, the Jackson staff felt that an all-school activities program would be more beneficial, as less than half of the Jackson teachers had a Lab School student teacher. Alternatively, the minimum day could have provided released time for workshop or follow-up activity. However, the difficulties in assuring integration of the needs of non-Lab School teachers with those of the Lab School teachers seemed insurmountable and, except in one instance, the Jackson released time was devoted to activities of general interest. Victoria, like Jackson, surveyed parent opinion regarding a minimum day, but staff did not feel there was sufficient interest to warrant assuming a minimum day schedule.

Use of Student Teachers

At several points during the period when student teachers were in the schools the question arose as to the correct use of these students. The issue was more than the appropriate rate of growth and the concomitant responsibilities to be taken by the students: teachers had vastly differing views of the various functions a student teacher could perform. Some saw the students as second adults and proceeded to use them to monitor children

on field trips, on the playground, etc. Some, especially in the students' second quarter in the school, saw the student as a "second teacher" and felt free to leave the student in charge while they attended workshops, went on site visits, etc. To these teachers it seemed ridiculous to obtain a substitute teacher in order to attend a workshop, when the "sub" may well be less able than the student teacher. On the other hand, students could have left the Lab School program and received compensation as substitute teachers. It is also possible to ask a student teacher to "cover" for a certificated teacher in her absence. These various ways of using student teachers were never fully brought out for discussion; strict guidelines were not drawn. Lack of clear guidelines made it impossible to plan systematically to use student teachers to everyone's advantage: possibilities for exploitation of the situation lay entirely with the schools.

Use of Substitute Time

As with the case of the use of student teachers, no guidelines were laid out for the use of substitute time by teachers. No organized plan was created for the site visits; they often seemed haphazard and made at the behest of student teachers. In some cases integration of site visits and workshops did occur; many students and their cooperating teachers visited both "Creative Dramatics" and "Personalized Reading" classrooms. In other cases, no particular workshop or seminar program preceded choice of sites, and integration with project activities did not occur.

Workshops and Site Visits

Delays in conceptualizing and making operational the workshop program for certified teachers perhaps caused their later poor attendance. While a faithful minority of teachers in both schools attended almost all of the workshops offered, the majority said the program came "too late," "after we had other plans." Again, some teachers were very concerned regarding benefits to accrue from cooperation with project plans. Although the director had said earlier that he wished to delay the development of a workshop plan until student teachers were secure in their assignments in the schools, concerns began to develop that teachers would not participate in workshops offered so late in the school year. Early in March, in response to these concerns, Dr. Deslonde conferred with Dr. Mabel Purl who outlined the general procedure involved in developing such inservice programs. A letter and a memo outlining an entire inservice workshop program was sent to Personnel Director Gabriel who met with Dr. Deslonde and the evaluator to discuss the general hourly requirements for inservice credits. Within the week Dr. Deslonde had presented the inservice "package" to the staffs at both schools.

In the program submitted to the teachers, Deslonde responded to the desire for inservice credits by presenting a "sliding scale" plan which related inservice credits to total teacher time expended. Thus, a minimum amount of credit was granted for routine planning with additional credit to be given for group activities, workshop attendance, and so forth. The director recalls this period by saying:

In spite of our efforts to recognize teacher "input" by granting a varying number of credits, the growing pressure from various factions within each school eventually convinced both principals (Nelson and Brown) that such a plan was unacceptable. Their teachers were asking for five credits for simply (a) working with a student teacher, and (b) planning with the student teacher after school hours. In response to these pressures the two principals presented a proposal to the Personnel Division asking for inservice credit based on the above mentioned points. The proposal was accepted. This decision, made at the end of April, may have been crucial in teachers' decisions to participate in the remaining workshops: they could opt not to attend them, thus damaging opportunity for a continuing dialogue with the Lab School staff and its consultants.

The "Evaluation" section discusses teacher reactions to the workshop program; in general, teachers resisted attending these programs and the workshops cannot be said to have had any significant impact on teacher behavior. Where possible, needs as seen by Lab School staff were reflected in the eight workshops: for Victoria, needs focused on discipline problems; for Jackson, on problems of personalizing or individualizing classroom programs. Workshops were well attended by the student teachers: they sincerely appreciated any attendance by their cooperating teachers. Again, the most popular programs for teachers were those given by practicing elementary school teachers. Teachers, like student teachers, were most interested in the presentations of "those that know our problems."

Site visits were popular for teachers as well as student teachers (see Appendix F). All teachers were invited to take advantage of the substitute time for making site visits. Most popular with teachers were "Personalized Reading" and "Creative Dramatics" programs.

Community School Program

The general aims of "assuring community participation" and "creating forums and dialogues between all interested persons" were only partially realized during the first grant year. A much discussed newsletter never materialized; in addition to the excuse of being over-extended in commitments, the Lab School staff felt the excellence of "Intergroup," the Dissemination Module's Title IV newsletter, obviated the necessity for additional Title IV coverage. The school newsletters gave excellent coverage of Lab School activities. Jackson's "Hickory News" was especially helpful with its Spanish language coverage aimed directly at Spanish-speaking families.

Relations With Parent Teacher Associations

One of staff goals was to reach parents through meetings with existing groups. Dr. Deslonde gave formal presentations to the PTA groups in both schools during the year. In addition, he met with the board members of the PTA groups twice in each school.

A special problem, as voiced in the school, was the lack of minority parent involvement in the schools. Beginning with the PTA meetings, contacts were developed encouraging greater concern with minority parent participation in school activities. These efforts were described in the February 15, 1970 Progress Report:

On November 24, module staff members met with PTA officers at Jackson School to discuss module goals and to elicit their suggestions and support for module activities. It was suggested that the PTA might pursue the idea of holding one of its monthly meetings in the neighborhood in which the minority children lived.

Follow-up meetings with the other board members resulted in the Jackson School PTA meeting in Casa Blanca on January 27, 1971. It should be noted here that some board members objected to the PTA making this kind of effort for "them." However, the president felt as though she clearly had the backing of most of her board members (25 total) and made the decision to change the place of the meeting to Casa Blanca. This was the first such meeting since desegregation. The community aide was relied upon to help the PTA in setting up this meeting.

Dr. Deslonde was the main speaker at this large (75 persons) meeting. He outlined the relationship of the module with the entire Title IV effort, stated the four goals of the module program and informed the parents of future follow-up meetings in small groups, preferably in homes. Several parents came forth and volunteered their homes for these meetings.

The same suggestion regarding location of meetings was made to the Victoria PTA in September. As a response, the Victoria PTA also held its first meeting in a minority neighborhood. The speaker was a school district nurse and attendance was sparse (approximately 30).

Preceding this meeting the module staff organized a series of "progress reports" to the Victoria community. Three meetings were planned. Three meeting places were chosen, one in the black community, one in the Chicano community and one in the Anglo walking community. The first meeting held at the school was well attended (75 persons). Most Anglo parents present seemed supportive of module activities and goals. However, a few began to express their doubts:

Desegregation is going fine in Riverside--why do we have to look for problems?

You are making a simple matter (integration) too complicated. I don't see the need for this kind of effort.

Aren't you forcing Victoria teachers to participate in your program?

The principal at this point took the floor and did a masterful job of offsetting those feelings, as well as telling them about the shortcomings of their own values and attitudes about desegregation.

Neighborhood Tutorial

The Lab School staff had shown an interest in developing a program designed to aid parents in cooperating in their children's academic development. Acting under the director's instructions one of the aides began to visit the home of each minority child in Victoria School. The Progress Report discusses this aspect of the program:

In visiting homes, the aides purposes were:

- ...to introduce herself and explain her role functions;
- ...explain Title IV and discuss module goals, and describe purpose of tutorial meetings;
- ...invite participation in "tutorial sessions" of eight to ten parents.

The first session was held February 23, 1971 after three weeks of home visitations. Five parents attended. The Miller-Unruh reading teacher chaired the meeting along with a first grade

teacher and student teacher. Several examples of their own children's work were on hand for each parent to see. A checklist of "things to do at home" was given to each parent after the aims of the primary teaching program were explained. Several parents voiced concerns about other school matters. The aide offered follow-up on all these concerns and school visitations and teacher conferences were arranged for two of these parents.

Another similar meeting was held for parents of Victoria students. No meetings were held for minority parents sending children to Jackson School as the principal stated he felt he had already held neighborhood meetings in the past and no further work was needed in that area.

General Aide Activity

Although aides were occasionally used to expedite Lab School activities, their basic functions were those of general community aide work. The Chicano aide, Mrs. Ayala, was in great demand for problems requiring a Spanish speaker for efficient resolution. The work of both aides centered around problems of discipline, welfare administration, attendance, academic performance, and arrangements for medical and psychological testing.

Dissemination and Outreach

Title IV staff members of the Western Regional School Desegregation Projects are encouraged to share expertise and offer consultation services throughout the western region. Likewise, staff members are encouraged to confer with experts in other Title IV projects at educational facilities and institutions whenever the need arises.

Consultations

During the year, Lab School staff consulted with staff members from Title IV projects in Perris, Hanford, Monrovia, Redlands, California and Las Vegas, Clarke County, Nevada.

Speeches and Presentations

Speeches and formal presentations, often in conjunction with consultation activities, were made before diverse groups. In February, Dr. Deslonde gave a presentation outlining the Lab School Program to participants of a Title IV Teacher Training Conference in San Francisco. In April, Dr. Deslonde gave a similar presentation for Title IV personnel at the Annual Title IV Community Liaison Conference sponsored by the Merced School District. Also in April, Dr. Flach gave a statistical resumé of the program at the California Educational Research Association Annual Meeting in San Diego. In June, Dr. Deslonde described the findings of the Lab School program at the Title IV Dissemination Module Annual Conference held at the University Conference Center in Arrowhead.

Site Visits by U.S. Office of Education Personnel

The Lab School staff was visited a total of eight times by U.S. Office of Education personnel from the Division of Equal Educational Opportunities Regional Offices, Region IX, San Francisco. The Riverside Title IV projects are placed administratively under Dr. Paul R. Lawrence, Commissioner, U.S. Office of Education, Region IX. Mr. Ernest Z. Robles, formerly of the Riverside Unified School District, is Senior Program Officer for the Western Regional School Desegregation Projects. In June, personnel of the Washington, D.C., Office of Education, Division of Equal Educational Opportunities also reviewed the Projects and discussed future funding available under pending legislation.

Written Reports

Written reports were furnished to the Steering Committee at each meeting and quarterly reports were written for the U.S. Office of Education.

PROGRAM EVALUATION

Program evaluation was done by means of several techniques, the most often used being simple participant observation by the evaluator. No attempt at sophisticated measurement was made as conditions necessary for generalization of such findings could not be met. Schools and teachers were selected on the basis of willingness to participate without regard to their being "representative" of a larger population. In essence, the Lab School activities constitute a "case study," the tracking of which is best done by close attention to the interrelated attitudes and goals of all participants. In this way, it may be possible to develop an understanding of why things happened as they did, why people reacted as they did, and hopefully what can be done in the future to maximize benefits to all.

Methodology and Techniques

In a case study such as the present one, even the use of the most sophisticated instruments is fraught with peril. Extraneous factors entering into any particular observation are many. Attitudes toward questionnaires or knowledge that one is being observed create unknown response sets. The evaluator, because of these problems, attempted to convey the notion that information given to her was not only private but also would be used to constitute "input" in developing information necessary to the resolution of problems arising during the project. Thus, participants were urged to "get their points across" anonymously in questionnaires, interviews, and so forth. In general, teachers and student teachers both seemed to give frank answers in interaction with the evaluator.

It was assumed that events occurring in connection with the project were explicable in terms of people's attitudes, interests and goals. It was also assumed that each school represented a system in a state of sufficient equilibrium to allow for conceptualization in terms of demographic and attitudinal data available at the time of the entry of the Lab School project into the schools. It was expected that one goal of the project was to induce changes in these systems, thus creating states of disequilibria. Measurement by means of highly refined measurement tools is probably inappropriate in such systems as specification of determining variables is difficult or impossible. A reconstruction of events can be made, however, and the dynamic forces operating to bring them about can be described.

Use of Questionnaire Measures

It was hoped that the use of the questionnaire measures would partially counterbalance the always prevalent tendency of participant observers to be

"reached" by only the most vocal of the participants. In this way teachers holding unpopular or unknown views on matters of interest to the project can be heard. It is also helpful to be able to locate teachers with special needs or interests when allocating resources. In this way students and teachers sharing special concerns, such as bilingual education, may be paired.

Use of Psychological and Attitude Inventories

The use of the psychological and attitude inventories had a three-fold purpose. First, many research projects dealing with student teachers and teacher behavior have employed these measures, and our use lends continuity to the general body of information on these groups. Secondly, such measures are excellent "backup" for participant observation. If, for instance, a student teacher group experience in one school was quite different from that in another, it would be helpful to know that personality factors, believed to be a cause of such variation, are indeed reflected in standard test scores. No one would contend that psychological inventories given in a non-therapeutic setting would "reveal" more to anyone giving the tests than simply knowing the test-takers on an everyday basis. However, test scores can, in these circumstances, help define hypotheses regarding the probable chief causes of a particular event. In essence, the test scores may be partial substitutes for astute painstaking observation. It should be added that we did not at any time act on the basis of any of the test scores. The CPI and MTAI answer sheets were simply put away until the conclusion of the year's activities. There **was** no rationale at any time for doing otherwise. In fact, such actions, had they been instituted, might have been counter-productive, in that there was no sound basis for knowing in advance just what type of "personality" would cause the greatest impact upon the educational scene. Would it be the dominant "change agent" type or a more conforming but high achieving type? As no particular "strategy" had been evolved, the greatest use of psychological tests remains in their usefulness in helping us identify logical explanations of events in the presence of many plausible rival hypotheses.

Finally, our intent was to use summarized results of the measurement sessions to communicate what was "out there" to the participants. Dissemination of such information was intended to illustrate the use of testing in a "democratically engineered" project. To this end, average score and score distributions were discussed and related to group behavior. Hopefully, this kind of information would help make others' behavior more comprehensible to the participants. At several points in the project, in group and individual conferences, some of the factors influencing others' behavior were discussed. This was especially necessary when individuals, because of lack of information, believed that a person was acting irrationally or alone, rather than as a result of influences and pressures placed upon him by his present situation. The overall evaluation strategy, then, was to make available all possible background information, relate it to present needs and goals and rely on the director and other participants to resolve difficulties to the benefit of all.

Measures Completed by Participants

In addition to the anecdotal records kept almost daily by the evaluator, several measures were administered to both student teachers and staff members at each school. Student teachers in addition took two standardized inventories, the Minnesota Teacher Attitude Inventory and the California Psychological Inventory. It was the consensus that certified teachers would not be willing to take these inventories at this time. Data from other than the questionnaire measures and rating sheets have not been analyzed at this time. A later report will present an analysis of the inventory and other data received from the student teachers. Program questionnaires and rating sheets appear in Appendix G.

Measures Completed by Teachers

September 1-2, 1970:

Introductory questionnaire. Following Dr. Deslonde's introductory speeches to the staff at each school, a questionnaire with "open-ended" items was distributed.

March 22 - April 2, 1971:

Program questionnaire. Teachers were asked to rate various aspects of the program to date and to express opinions about program, suggest improvements, etc.

Comment Sheet. Teachers were asked to rate the student teacher with whom they had worked for the previous quarter. Six 6-point scales listed characteristics such as "Basic Rapport." A cover sheet giving "Category Definitions" defined terms used on the various scales.

June 8-17, 1971:

Program questionnaire. As in March, teachers were asked to respond to rating scales and open-ended items.

Comment sheet. Teachers were again asked to rate students on ratings scales identical to those used in March.

Measures Completed by Student Teachers

December 14-18, 1970:

Title IV Teacher Training Project. Students were asked for their university status in regard to coursework, standing in the university, etc.

Biographical information. Students were asked to list activities with children, work experience, etc.

January 4-6, 1971:

Problem area questionnaire. On a rating sheet students were asked to choose from a list of school problems those they feel are most crucial today.

Minnesota Teacher Attitude Inventory. The MTAI is an empirically developed 150-item inventory on which students check degree of agreement with statements about children and teaching. The January administration, given before the students began their teaching experience, constituted a pretest of the MTAI.

California Psychological Inventory. On this psychological inventory students check 480 true-false items contributing to 18 subscale scores. These scores are related, theoretically, to personality "traits" which may predict occupational behavior.

March 22 - April 2, 1971:

Program questionnaire. Students were asked to mark rating scales and respond to open-ended items to assess overall program. The questionnaire was similar to that given teachers at this time.

June 7-15, 1971:

Program questionnaire. Students were asked to respond to rating scales and open-ended items similar to those completed by teachers.

Minnesota Teacher Attitude Inventory. The second administration of the MTAI constituted the posttest for this inventory.

Employment Opportunity Form. Students reconstructed the histories of their search for employment as credentialed teachers.

Interest Area Questionnaire. Students evaluated members of their student teacher group in specific behaviors, such as interest in the Lab School program, etc.

Controversial issues questionnaire. Students were asked for their opinion on specific educational issues such as usefulness of tangible reinforcement in the classroom, etc.

At the end of each of the two quarters the two master teachers and the various UCR student teacher supervisors completed a "Comment Sheet" on each student teacher they supervised.

Initial Attitude Systems: Two Disparate Environments

Probably significant to the reception of the Lab School project in the Riverside Schools were the various attitudes and belief systems prevailing at the time of entry of the project into Jackson and Victoria Schools.

The University Climate

To sample the values and goals of the educational community as they existed in the spring of 1970 before the establishment of the Title IV projects at the university, it may be useful to quote from discussions held at the University Conference Center by education experts, school people, and researchers interested in school desegregation and equal educational opportunities. In dialogues centering around the potential activities of the Title IV projects, the topic of what is now known as the Laboratory School-Teacher Education Module was brought up:

Dean Borrowman: The most fruitful thing I can do is to talk briefly about the structure of the intervention module, the 'Laboratory School-Teacher Education Module.' We are concerned with the creation of integration through schools. The model of integration we are concerned with is not a model of assimilation; its not a monolithic model.

We are concerned with creating a situation in which people can understand and trust each other....At UCR, we have some convictions about how teachers are best prepared. We do not believe teachers are well prepared simply by lectures on the university campus. The most important parts of teacher preparation occur in the schools themselves. On the other hand, we have a hunch that the simple apprenticeship characterizing most teacher education, rather than contributing to changes and improvement in the educational system, has created rigidity. To be quite blunt about it, we simply are not interested in training teachers to behave the way teachers have already behaved. If we are going to train teachers in schools, we must train in schools where fundamental questions are being asked, where it is not already taken for granted that all the answers are in, and where teachers themselves are trying to do things differently based on hard-headed research information. Fortunately, the Riverside school system shares these convictions, and we hope that other school districts will help us to carry on this process outside Riverside.

The notion that part of the solution to problems of desegregation lies in encouraging broad participation in the schools by parents, students, university personnel was mentioned:

Irving Balow: We must operate at a variety of levels in this demonstration school module. All of us recognize the critical importance of the attitudes of the teachers, and their attitudes, as are those of all people, are greatly influenced by this matter of racial isolation. One way to attack this problem is to develop around the school a true community of students, teachers and parents of all children that are attending that particular school.

However, we need to extend that community, because as a department of education we don't feel that we have the word, that we have the right attitude, and that we know what ought to happen. The university community must participate in an interchange with the community, in order that the faculty responsible for training teachers at the preservice level can also get the kind of feedback and the change in their behavior which is required if preservice education is to be improved significantly in the future.

But, changing attitudes is not necessarily going to secure changes in the behaviors of teachers. To do a successful job in the schools, we must make progress in changing behaviors of the teacher in the classroom. This is another dimension on which we are working, giving teachers immediate feedback to help them change their behavior on the spot--not tomorrow, not in inservice programs that take place isolated from the school room.

Third, we must give children themselves better educational opportunities. Some of the sociological research suggests that we may do great damage to youngsters. We pull them up from their neighborhood and place them in other schools with children who are not their close neighborhood friends. These children may perceive themselves as going into a hostile environment. The teacher may be one of the hostile elements. It may be these other twenty, twenty-five kids in the classroom who constitute the hostile elements. It is very important to work with the children to help them recognize the degrees of freedom they have available to them, the kinds of responses that it is possible for them to make in the classroom without being punished severely.

Later, in the same panel discussion, the point that the Lab School would attempt attitude change is again mentioned:

Jane Mercer: ...Merle's going into the community will be the first time that we have systematically tried to influence what the community does. This means we are proposing a different relationship in the innovative education module. The university would work with the community from the beginning to develop educational programs and experiment with how integration can be achieved effectively. We would probably make a lot of mistakes, but it would be pretty exciting.¹

¹"Desegregation and Equal Educational Opportunity: Local Dilemmas and Government Mandates." Proceedings, (University of California Conference Center, Lake Arrowhead, May, 1970), pp. 98-112.

The stage was set at the University level, then, to view the Lab School as an agent of change. The Lab School staff, on the university side, entered the schools in September with the feeling that teachers' behavior toward children may need to be changed and that the teacher "may be one of the hostile elements" in a child's school environment.

Attitudes in the Schools

In order to assess attitudes existing in the schools at the beginning of the project year, the open-ended questionnaire distributed by Dr. Deslonde was analyzed. At Victoria fourteen of a possible twenty-five staff members returned the questionnaire. Many were unsigned, and it is not known whether all persons submitting questionnaires were actually classroom teachers. At Jackson ten questionnaires out of a possible thirty-five were returned under similar circumstances.

After the entries were scanned, it was decided to tally comments under three major headings, noting also whether comments carried a positive or negative tone. The three categories were:

Desegregation--includes any reference to effects of busing, classroom, playground and discipline problems arising from desegregation

UCR--includes any reference to "program", "students", "research" and so forth where the comment was believed to have reference to UCR

Research--includes any reference to research in the abstract or specific research in curriculum areas, student or teacher behavior, etc.

Comments falling into the above categories were tallied under them, regardless of the cue words eliciting them. The number of returns from Victoria constituted almost all of the possible respondents, whereas the Jackson returns represented only about one-third. Tables 2, 3 and 4 present phrases taken either directly or culled from longer statements. Often the context, which caused the placement of a comment in a particular category, has been left out here. Descriptive phrases summarizing a particular category in a content area appear in the left-hand column.

Reference to Table 2 indicates there may have been a slightly greater emphasis on deviancy of minority children at Victoria. Opinions of UCR as a source of "program", "research" and "students" appear in Table 3. Here it appears that Victoria had a greater tendency to view UCR students in limited roles as tutors, aides and so forth, than did Jackson. In addition, Jackson seemed more interested in upgrading UCR's student teacher program than Victoria. There also seemed to be several persons with a distinctly negative feeling toward UCR programs at Jackson. Regarding "research" per se (Table 4) there seemed to have been some interest at Victoria, none at Jackson, and some rather negative shared views on the part of a few teachers at both schools. It was concluded that Victoria teachers focused to a greater extent on deviancy of minority children and perhaps looked forward to using the UCR students in limited roles to manage individual children. Jackson teachers, at least the one-third responding

TABLE 2
TEACHER COMMENTS ABOUT DESEGREGATION

Content Area	School Staffs	
	Victoria	Jackson
General Remarks	Favorable Comments	
	"In favor--I see results" "Bravo for integrated schools" "Must have integration"	"Desirable" "Are few problems" "Experience fulfilling" "Race makes no difference" "Few problems on playground"
Dislike of Logistics	Unfavorable Comments	
	"Too far away" (busing) "Prefer integrated neighborhoods" "Prefer open housing"	"Prefer have large school, bus in kids" "Hard for minority children" "Effects of busing unknown" "Prefer integrated neighborhood" "Hard to explain to parents"
Inadequacy of Facilities, Personnel		
	"Need supervision on bus" "Only partial answer" "Dual standards"	"School may not be able to meet needs" "Drivers lose control"
Deviancy of Children, - of Parents		
	"Fighting on bus" "More fighting since integration" "Trouble at bus stop" "Doesn't help academically" "Physical retaliation" "Good but environment interferes" "Causes disciplinary problems" "Minority home handicap" "Need more parents"	"Interracial is a problem" "Problems home caused" "Need more minority parents" "Not enough minority parents" "Modeling is bad"

TABLE 3

TEACHER COMMENTS ABOUT UCR "TITLE IV PROGRAM,"
"RESEARCH," "STUDENTS"

Content Area	School Staffs	
	Victoria	Jackson
Remarks of Welcome	"Great" "Great idea" "Hope achieve job" "Looking forward" "Good to be a part" "Welcome!" "Students good, help pupils self-image"	"For any helpful programs" "Would welcome"
Remarks Defining Roles of UCR Students	"Use UCR to involve minority on playground and class" "Students good for playground and class" "Use students as tutors" "Do tutoring" "Good ideas and assistance" "Use students playground"	"Can help in communication" "I need them" "Need their help" "Appreciate help" "Good aides"
Remarks on Upgrading Student Teacher Training	(None)	"UCR need better training" "They need upgraded program" "They need realistic program"
Remarks Unfavorable to UCR, Title IV	"Doubt faculty knows our problems" "Is it worthwhile?"	"Nebulous" "What will it accomplish?" "Take 5-10 years to accomplish?" "Just more work for teachers"

TABLE 4
TEACHER COMMENTS ABOUT "RESEARCH"

Content Area	School Staffs	
	Victoria	Jackson
Remarks Favorable to Research	"Need new methods" "Sociometric needed" "Needed on group relations" "Change students' attitudes" "Valuable" "Local peoples' history needed"	(None)
Remarks Unfavorable to Research	"Do not agree with past research" "Want to see Mercer's results" "Let's see results" "Not practical in past"	"Probably goal of this study" "What will come of it?" "Don't duplicate" "Take 10-20 years to answer questions" "Want feedback"

to this questionnaire, indicated an interest in improving the student teacher program. Both staffs shared a degree of distrust of "research." Aside from these questionnaire responses, which were analyzed late in the year, teachers were outspoken in their feelings concerning "UCR" and "research." One teacher asked us "...hadn't Jane Mercer got her Ph.D. yet?" Another asked the evaluator if this research was "going to get you your Ph.D?" Because of these attitudes, the director cancelled his original plans to introduce certain standard research aspects into the program. This was, from his point of view, unfortunate as sister projects have involved teachers in much testing, observations and so forth. At that point it was decided to concentrate research efforts on UCR students who perhaps could be more easily persuaded to contribute to research efforts in the field of education.

Conditions Necessary for Change

The director and evaluator with their special training in sociology and social psychology were interested in developing a conceptual framework helpful in planning sound approaches to furthering program goals. It is clear that movement forward along the path from desegregation to true integration can take place only if certain

conditions exist. Observation of the two Title IV schools and other schools reveal the following prerequisites:

1. Acceptance of diverse minority characteristics as desirable or at least irrelevant to academic achievement.
2. Willingness to alter school curriculum in the direction of student autonomy. This is in keeping with the modern educational practice which requires the student to take responsibility for his education often in the absence of supports from family, church and community.
3. Presence of persons including those in administrative control who are interested in new methods and materials which will be functional for children of diverse backgrounds and non-Anglo value systems.
4. Presence of initiators, negotiators, and consolidators who are willing to risk disfavor to bring about change.
5. Absence of severely disruptive conditions such as deep antagonisms within the staff, usurpations of administrative authority at any level, concerted actions on the part of a particular ethnic community, etc.

"Buzz Session" Results

The director and evaluator listened carefully to teachers in the "buzz sessions" held early in the year in order to relate, if at all possible, what was said to our particular interests and goals. We quote from our notes taken at this time:

The teachers at the two schools reacted quite differently to an opportunity to express themselves freely in small group teacher "buzz sessions" with the Lab School staff. It was originally hoped that the teachers would feel comfortable in expressing their opinions to the staff and assurances were given that particular individual's statements would not be identified to school administrators or others outside the module. It should be explained that the teachers were aware, at the time of the sessions, that University of California Department of Education students would, in some capacity, be coming into the schools as part of their educational training program.

Victoria in the upper-middle class walking community, generally presented a picture of relative satisfaction with school program. When questioned at length regarding progress made by minority children in the school, teachers generally stressed compensating, non-academic characteristics of children such as "charm," "sweetness" and so forth. Although teachers were not satisfied with the academic performance of minority children, no exceptional methods were being used to increase minority achievement.

Victoria teachers were, however, obviously having some trouble communicating their program to children who did not bring middle-class Anglo values to school with them and who were not alert to the nuances of middle-class discipline.

Victoria has always had high academic standards. In the past, it has prided itself on the excellence of its program and the high professional status of the families it serves. District achievement data attest to the high achievement scores of Victoria students. In this environment it would be difficult for a teacher who may evaluate herself in terms of the academic success of her students to welcome low achieving or even average minority children into the classroom. With teachers under community and also internalized stress to succeed with all pupils, it is no wonder that even relative failure is accompanied by discouragement. Perhaps because of this discouragement, a quality of aloofness and emotional distance was conveyed by some of the teachers from a few of the ethnically different children who behave in "ways we don't understand."

In cases where there was academic failure, emphasis was placed on the deviant nature of the ethnically different child and his parents, home and community. Module staff was viewed as there basically to help with these individual behavior problems. The staff were not satisfied with their disciplinary program and have had repeated difficulties with specific individuals known by name to the entire staff.

In general, the teachers presented a unified picture during the sessions. There were no severe criticisms of fellow teachers, and much seconding of shared opinions. When several of the Lab School staff attempted, perhaps over-enthusiastically, to relate the special nature of the black experience to Victoria teachers, there were several who resisted the impact of what was being said by relating their own struggles to achieve. The director's discussion of "cultural pluralism" seemed to convey to them the notion that some blacks and browns wanted "something for nothing" and weren't willing to undergo the expected assimilation into Anglo middle-class culture. The conservative nature of their values was pointed up by their concern that the incoming university students might be "radical."

In a few isolated cases, individual teachers volunteered that they personally would be interested in cooperating to make kinds of changes in the school. These incidents had a rather clandestine quality as if the teacher felt that the majority of her fellows preferred things to remain as they were. No important cleavages were observed among this school's staff and not all of the conditions necessary for progress in this school were noted during the sessions.

If the meetings with Victoria faculty were not particularly productive of innovative ideas, those with Jackson were quite the opposite: sessions did "buzz" with the exchange of ideas

and even hoped-for plans. It became clear early in the sessions that there had been a history of both administrative and faculty attempts to attack the achievement level problems in the school. It should be noted that Jackson has had a vice-principal specializing in curriculum and could be expected to have made more attempts at problem-solving in that area. The atmosphere and productivity of any one of these groups was also contingent upon effects generated by the interaction of teachers, administration, and even module staff between sessions. The sessions became forums, in some instances, for problems which had developed over a considerable period of time and underwent rapid redefinition during the sessions.

At Jackson, distinct cliques and cleavages already existed as one would expect in such a large group of people. In general, the most vocal of the cliques would be classified as exhibiting behavior recognizable as either attempts at reorganizing or universalizing the problems accentuated by busing. In contrast to Victoria, there seemed to be an interest in change, if only by way of "experiments" in the classroom. Personal risks of many varieties were taken during these sessions as teachers freely expressed their hopes and feelings. Negotiations and communications designed to implement program change were common in the later sessions. Several sessions even had a "brainstorming" quality. Many of the teachers at Jackson seemed to have an enthusiastic approach to their work and took obvious delight in the exchange of ideas.

While a small minority of teachers expressed feelings of emotional distance from individual students, most teachers seemed not to have a "we-they" attitude in their work with children. The general impression received is that many of the teachers enjoy the minority children as projections of certain of their own desirable characteristics of simplicity, strength, and dignity.

Regarding conditions necessary for progress, Jackson seems to fulfill all relatively well. Especially noteworthy is the high risk-taking behavior on the part of a portion of the staff in regard to examination of their own staff and program. As the sessions for Jackson were held after those for Victoria it is possible that staff through the experience of working together were able to create a more supportive climate in these later sessions. Perhaps our "missionary zeal" in the earlier sessions with Victoria precluded self-criticism and inadvertently brought about a closing-in against outsiders on the part of the teachers. Whereas at Jackson the Lab School staff functioned as a catalyst to accelerate movement from an already favorable position regarding integration, at Victoria Lab School activity may have resulted in increased resistance to program change.

Screening Questions: Attitudes Toward Student Teachers

The Student Teacher Committees in each school were asked during the final weeks before the orientation sessions to submit a list of "screening questions" that each student teacher candidate could answer as a part of the selection procedures. The lists, submitted by the committees at each school, may be illustrative of teachers' attitudes toward students prior to their entry into the school.

Victoria Student Teacher Committee
Screening Questions

1. What is your philosophy of education?
2. Why did you choose teaching at this point?
3. Do you plan to make teaching your career?
4. Are you willing to conform to the standards of Victoria School and your cooperating teacher?
5. Do you understand it is not your job to revolutionize thought processes, mores and values of the students you come in contact with?
6. Where do you want to teach?
7. What do you want to teach?

Jackson's list became the list that was actually given to the students for completion:

Jackson Student Teaching Committee
Screening Questions

1. Why did you choose to prepare for a teaching career?
2. What do you think are your academic strengths that you can bring to the classroom?
3. What do you think are the most important things to be learned in a desegregated classroom?
4. What do you expect from your cooperating teacher?
5. What grade would you like to teach?"

Critical Point: The Students Enter the School

The next choice point in the Lab School staff's relationship with the schools was entry of the student teachers into the school. In various ways members of the staff, including master teachers, were concerned about the reception that would be accorded the student teachers. Without regard to test scores of the students taken during the orientation week, the Lab School staff had, during that week, received a unique impression of each one of the students. Some, of course, were known from the UCR-School courses held at each of the schools. Among Lab School staff there was some conversation regarding the best assignment of the students. The master teachers, quite naturally, wanted students who would "fit in" with the present program in their respective schools. The director, to some extent, wanted to create not merely a situation in which "teachers train students to behave the way teachers have already behaved" but also to create a climate for change in the schools.

The director's "hidden agenda," then, had two main items: to locate "change agents" where they would work for change and to place minority students where there had been none before. No one on the Lab School staff was interested in confounding the problems created in the "buzz" sessions; "change-agent" personalities placed at Victoria would probably "boomerang" to the overall detriment of the project. Jackson, on the other hand, accustomed to including a wide variety of people and programs could probably not only "contain" radical students, but perhaps even turn their skills to good use. The consensus became, then, that radical-acting or

appearing students would be best placed at Jackson. It should be noted that the Lab School staff did not have total control over the students entering the project that year. As it was an experimental project, Lab School was pleased to attract as many as it did; that some of the students brought with them a well-developed interest in furthering change in the schools was not entirely comprehended. Several of the students evidently had close connections with the "liberal" university faction; others had had family experience in the schools. Students were finally selected for school placement in a group committee meeting with Mrs. Brown, the principal of Victoria School, Mike Cunningham, the vice-principal of Jackson School, the two master teachers, Dr. Deslonde, and the evaluator.

The criteria for placement were as follows:

1. Radical-acting or appearing students were placed at Jackson where their dominance and risk-taking strategies would provide maximum payoff. These students were mainly Anglo
2. Many, but not all, of the "All-American," bright, pleasant, action-oriented students were placed at Jackson where they would be accepted as near-equals
3. Many, but not all, of the tactful, refined, intellectual students were placed at Victoria where they would be accepted as near-equals
4. Minority students were mainly placed at Victoria which had no minority teachers

March Evaluation: Teacher and Student Teacher Responses

Several problems arose in the project during the first quarter student teachers were in the schools. For staff at both schools, problems centered around teacher concerns regarding:

- ...number of hours students were absent from class for project activities;
- ...project requirements for inservice credits (discussed in the "Activities" section);
- ...project failure to "lay out plans in advance" with extended lead time;
- ...student teacher behavior in regard to "acting professionally" by adhering to school schedules, completing required assignments and treating classroom teachers "as professionals;"
- ...feelings of being "pressured to change" by students or project staff. Role behavior was not clear: were teachers or students to act as models?

Students in turn had problems regarding:

- ...inability on the part of some students to respect the various supervisors' opinions;
- ...inability to accept "superficial" rules at the schools, such as rule that "pant suits can't be worn" at Victoria (later rescinded);
- ...dislike of confusion in seminar and workshop management especially in regard to evaluation for coursework. There was also some fear that the lack of the usual "methods courses would leave Title IV student teachers unprepared for teaching;
- ...confusion centering around the "role strategy" students were supposed to assume. Some did not feel effective as "change agents" when they were so "unprepared" as teachers. Others never felt like "change agents" and a few acted out the role consistently.

Questionnaire Administration

Cooperating teachers and student teachers completed a program questionnaire at the conclusion of first quarter student teaching assignments on or around March 26, 1970. Staff members without student teachers were invited to complete program questionnaires also. Questionnaires for both groups appear in Appendix G. For the bulk of this discussion responses for both cooperating and student teacher groups will be presented simultaneously as contrasting views of interaction processes taking place at each school.

Student Teacher Reasons for "Initial Attraction"

On the student teacher questionnaire students were asked to explain why they were "initially attracted to the Title IV Student Teacher Program." Students assigned to the two schools gave somewhat differing responses. Only two of the 13 Victoria student teachers said they "wished to avoid the education department's current certification program, whereas six of the twelve Jackson students responding gave this negative explanation. Most of the remaining students said they liked the "multi-ethnic emphasis" of the program.

Teachers' "Initial" and "Present" Reaction

Teachers were asked to compare initial and present reactions to the Title IV Student Teacher Program. While 77 percent said they were "initially favorable", only 46 percent at Victoria and 23 percent at Jackson said they were "still favorable." For the 13 Victoria "cooperating" teachers a typical statement for the initial item was, "I was in favor of it because I believe that new methods in training teachers are strongly needed." A typical statement for the current item was: "...I see no direction in the program. I believe certain people have come into it with prejudged ideas of what they will find..." From the Jackson teachers a typical comment was that the Title IV program appeared to be "no different from other student teacher training programs". While there appears to be a loss, at this point, in favorability toward the program, the loss seems more severe at Jackson.

Investigation of the remaining responses may clarify some of the reasons for this.

March "Suggestions for Improvement"

On the questionnaires for both students and teachers the two questions regarding suggestions for program improvement for the "remainder of the year" and "next year" were analyzed together.

Victoria Suggestions

Cooperating teachers

Need for better planning, communication and "agreements in advance"

A need to have a "full understanding" of the total number of inservice credits or compensation to be received for participation in the program

A wish for "more staff involvement in decision making."

Student teachers

Need for "better planning," "guidelines"

Need for more group meetings with cooperating teachers

Need for more coursework in specific areas

It appears that the majority of comments from Victoria cooperating teachers express a desire for increased teacher control through communication, decision-making and so forth. It should be noted there were no remarks relating to a feeling of need to control individual students, the focus being rather on control of the Title IV Student Teacher Program as a whole. One teacher revealed the feeling he has that teachers will not cooperate at Victoria if denied program control by saying, "Victoria staff is now witnessing the imposing from outside and rigidity is setting in." The students themselves reveal an almost wistful need to establish better communication with the cooperating teachers. One student said, "...The one time we all met together was the best thing that happened; we really ironed things out between us..."

Jackson Suggestions

Cooperating teachers

Need for "more planning," "structure," and "communication"

Wish for more contact with University and Lab School personnel

Desire for more "emphasis on multi-ethnic education," "seminars," and workshops"

Need for better "ethics," "screening," "professionalism,"

Student teachers

Need for "better planning," "role definition for all," "delineation of Title IV goals"

Need for more advance preparation "coursework in specific areas"

More "site visits," "multi-ethnic emphasis," "more demonstrations"

It is interesting to note that there was virtually no mention at Jackson of the feeling that the university was imposing a program from outside. On the contrary, five mentioned they wished more contact with university personnel, three teachers specifically mentioned they wished to spend more time with "Jim" Deslonde. In addition, two said they felt that "healthy changes" had come about. There was, in contrast to Victoria, some mention of feelings that student teachers were "unprofessional," with four mentioning the need for better "ethics" and "screening of student teachers." Perhaps as a result of some of these feelings, three student teachers left the program at Jackson at the end of the first quarter. In general, the focus at Jackson seems to have been on better goal realization and control of individual student teachers.

Jackson student teachers, like their cooperating teachers, seemed to emphasize the need for better realization of program goals. However, in contrast to Victoria student teachers, Jackson's were less unified in their desire for better student-teacher-cooperating teacher relationships; while three mentioned a need for a "better relationship with the teachers," several others mentioned the need to "screen teachers" and that teachers should have "more commitment", and that teachers "must help" the students more. While students and teachers at Jackson thus share an interest in working toward program goals, there seems to have been a polarization occurring between teachers and student teachers. In spite of feelings that developed regarding specific student teachers, there seems to have been no generalized distrust of "UCR" at this point among Jackson teachers.

View of the Student Teachers' Role

On the March questionnaire the student teachers and the cooperating teachers were asked to assess their views of the role of the student teachers in the school. The question was presented somewhat differently for the two groups, the "multi-ethnic" alternative on the teacher questionnaire having been replaced by a choice suggesting the student might be "trying out a potential life style." It was felt that the inclusion of the "multi-ethnic" choice in the students' questionnaire would cause its selection to the exclusion of the other alternatives. Table 5 indicates the number of Victoria respondents ranking a particular alternative first among the three choices.

TABLE 5
VIEW OF STUDENT TEACHER ROLE

Preferred Alternative	Victoria Participants			
	Cooperating Teachers N=13		Student Teachers N=11	
	<u>Initial</u>	<u>Quarter End</u>	<u>Initial</u>	<u>Quarter End</u>
"Change agents"	2	2	8	4
"Ordinary student teachers"	1	7	0	4
"Multi-ethnic training group"	10	4	3 ("potential life style")	3

For Victoria teachers there was a shift away from the "multi-ethnic" choice toward the "ordinary student teacher program" choice. For the students the change was commensurate: a shifting away from "change agent" toward "ordinary." Evidently relatively more Victoria teachers and students alike viewed themselves as "ordinary" at the end of the first quarter in the schools. Jackson student teachers, however, (Table 6), almost unanimously, felt like "change agents," at the end of March. Teacher opinion in part also reflected this feeling. At Jackson, then, students more often exemplified the "change agent" aspect of the Title IV Program.

TABLE 6
VIEW OF STUDENT TEACHER ROLE

Preferred Alternative	Jackson Participants			
	Cooperating Teachers N=13		Student Teachers N=11	
	<u>Initial</u>	<u>Quarter End</u>	<u>Initial</u>	<u>Quarter End</u>
"Change agents"	1	5	6	10
"Ordinary student teachers"	1	3	3	0
"multi-ethnic training group"	11	5	3 ("potential life style")	2

Assessing the "Master Teacher Model"

Both students and teachers were asked to comment on the "master teacher" model of student teacher training:

Right now the university has several ways of having credential candidates obtain teaching experience. As best you can, try to assess the strengths and weaknesses of the "master teacher model" (having Pauline Morrow or Bob Valencik in addition to the UCR supervisor) as compared to the regular student teacher program or the intern program. Try to make the assessment without regard to the particular personalities occupying the various roles involved.

Teachers at both schools liked having a "master teacher". A majority of the teachers at Victoria liked her presence, saying, "Pauline did a good job." The relative popularity of the master teacher role was also seen in the responses of the student teachers. Of the ten students responding at Victoria eight said they liked the "master teacher model," even if only "to get another point of view." A majority liked the personal attention and individual help. They also liked having someone

familiar with the school to interpret the needs and personalities of the teachers at the school. At Jackson six of the eleven responding said a person was very necessary "for liaison work." Five liked the master teacher help and several wanted more observation by him and feedback relating to the observed performance. At Jackson, then, the master teacher seemed to be viewed more often in an administrative role, less often as a "teaching master." It is possible that by March, the Jackson master teacher was seen as having less influence on individual student's teaching practice than the Victoria master teacher. This is consonant with the notion that Jackson students more often viewed themselves as "change agents" and, as such, could not willingly accept supervision from a former Jackson teacher.

March Program Ratings

Both teachers and students were asked to evaluate three aspects of the student teacher program:

In regard to placing the student teachers with pupils of a variety of ethnic and cultural backgrounds in your present classroom the program was...

In regard to the complex problem of integrating the needs of the student teachers, the UCR credentialing program and the school itself, the program could be rated...

In regard to providing overall student teacher preparation, the program could be rated:

Participants checked 6-point rating scales with values from "Poor" (1) to "Excellent" (6).

TABLE 7

AVERAGE PROGRAM RATINGS: MARCH ADMINISTRATION

Rating Scale Item	Participating Schools			
	Victoria		Jackson	
	Students	Teachers	Students	Teachers
"Classroom ethnicity"	4.1	5.0	4.4	4.2
"Integration of needs"	4.2	4.4	4.5	3.7
"Overall preparation"	5.2	5.0	5.1	3.3

While all of the mean values were above the scale midpoints (above "Average") they differed in certain consistent ways. The responses of the two student groups were basically similar and relatively favorable. Ratings from the Jackson cooperating teachers, on the other hand, were consistently lower than those from the Victoria

teachers. As commonly the case in "halo effect" items such as these, the appearance of unfavorability in the Jackson responses was due to a small number of teachers consistently giving below average responses. Thus, while most teachers felt positive toward the student teacher program at both schools, the number expressing negative feelings was somewhat larger at Jackson. With few exceptions, student teachers were unanimous in rating the program above average.

Summary of March Evaluation

Dissatisfaction with the program in March then, seemed concentrated on management aspects, disappointment with the inservice portion and desire for increased communications with the university side. The student teacher program however, in the depth and intensity of the student teaching experience was beginning to be talked of as the "only way to do it." Students liked the weekly contact with the various seminar and workshop leaders during the teaching period and, from casual staff contact in the schools, it seemed apparent that compared to the standard program, the Title IV effort had distinct advantages for student teachers.

June Evaluation: Teacher and Student Teacher Opinion

In the April to June period, the attitudes and feelings which began to form earlier in the year perhaps crystalized, causing somewhat more extreme responses on the June questionnaires. However, there seemed to have been a great deal of excitement generated by the model of student teacher training used by the Title IV program. During the year, members of the Department of Education at the University of California, Riverside, laid the ground work for a total departmental conversion to a "competency-based" model of teacher training. The general success of the Lab School model did much to offset the feeling, on the part of some school people, that the students had simply been members of a pressure group, "revolutionaries," said one, "who had been put in the school just to make changes." Specifically the complaints of school staff members centered around:

- ...failure on the part of the Lab School staff to involve school people in the project decisions;
- ...failure on the part of project coordinators to establish a "chain of command" in decision-making activities;
- ...failure to specify expected role behavior in advance, requiring extended "hassling" before an activity could be undertaken;
- ...failure of university and staff personnel to involve teachers and staff school members in all areas of evaluation. Students' "experience evaluations" to appear in their university personnel folders were of great concern to teachers who felt the students might be critical of them.

...failure of project staff to "put the lid on student agitation" in the schools. Students "went downtown" to discuss the "situation in the schools" creating quite a furor and incidentally confusing the program evaluation to some extent. Such activities, partially caused by, and certainly magnifying problems already existing in the schools, may have caused teachers to opt for a pro- or anti-school administration stand in regard to the project activities.

...fear, on the part of some teachers that the new "informal," "individualized-type" educational philosophies favored by some of the student teachers would "breed monsters" who would "not accept authority;" if all education encouraged children to be principally responsible for their own educations, "anarchy would result". It is thought to be "unnatural" for most people to be self-determining; unless closely monitored throughout the school years children will be "irresponsible," "impulsive," "not able to work," etc.

Students, as can be inferred from the problems listed above, were concerned with:

...a feeling of helplessness in their inability to be "change agents" when "we were so poorly prepared," and "the system is bigger than we are." One student claimed that the higher the status of a school person within a school the more "conservative," "authoritarian" or even "threatening" he was. On the other hand, some claimed that being a "power center" within a school was not necessarily correlated with ascribed status. The net result of a "democratic model" of school administration may be, in practice, "a type of fascism in which behind-the-scenes leaders actually organize certain aspects of school government." So long as such manipulations were not "out in the open," it was impossible to alter plans of action once they had been put into effect.

...inability to achieve the instant success with a "new method" in the classroom. Lack of experience and youthful impatience made some students attempt programs vastly different from those customarily practiced by the cooperating teachers. Failure to lay the ground work with faculty, children, and parents, plus ordinary problems inherent in beginning a new program, produced situations in which partial failures were likely. Some anger directed at teachers was perhaps due to a lowering of self-esteem accompanying these failures.

...inability to accept supervision from some or all of the persons involved in directing them. Supervisors were seen as "not helpful," "not willing to take over the class and show us how," "not there enough to know what we are trying to do," "too authoritarian," etc.

...inability to resolve ambivalence created by exposure to various philosophies of teaching: they "believe in" pupil self-determination but they may have seen a more authoritarian teacher style working more effectively. Problems with discipline and classroom control were common for these students.

...desire to have full "input" in evaluation of self. In keeping with the modern university practice of sharing evaluative control, students wanted to confer with everyone who would be writing statements for the personnel folders. Students felt the inequity in being judged by a teacher or supervisor who may have thought the student was a "liberal revolutionary bent on imposing change."

Questionnaire Results: Positive Aspects of the Student Teacher Program

At Victoria thirteen teachers had UCR student teachers for the April to June quarter. Of this thirteen, eleven filled out program questionnaires. The questionnaires were collected the last week of school, the week following the evaluation conference held with Victoria staff. Of the two teachers failing to fill out questionnaires, one was leaving Victoria school. One staff member who did not have a student teacher also filled a questionnaire. At Jackson, all cooperating teachers plus nine other staff members filled out questionnaires during the same period. Student teachers filled out questionnaires at the evaluation session held on campus, June 7-15.

Opinion of Student Teacher Training Program

Students and teachers were asked to rate the training experience of the student teachers "at your school" on a 6-point rating scale. Victoria ratings from both students and teachers, were almost uniformly above average, with only one student teacher rating the program slightly below average. Jackson responses were somewhat more variable with one student teacher and two cooperating teachers rating it below average. Three students at Jackson said the rating was "low only because of the cooperating teachers." In general, the program was highly rated, negative reactions being attributed to problems which had evidently developed between individual personalities.

Major "Good Points" of the Title IV Program

To clarify responses to the program rating item above, students as well as teachers were asked to list the major "good points" and "bad points" of the Title IV Student Teacher Program.

VICTORIA: PROGRAM "GOOD POINTS"

Cooperating Teachers

Intensiveness of student teaching experience

New ideas: "more innovation," "ideas bridged teachers and students"

Good help: "built in full-time tutor"

Student Teachers

Intensiveness of the experience: "saturated," "real involvement"

Workshops and seminars integrated with practice teaching

Opportunity to be in large group

Multi-ethnic emphasis good

Opportunity to work with professionals

At Victoria members of both groups seem to have been able to list several "good points" and to retain a feeling, at least, for the overall goals of the project.

JACKSON: PROGRAM "GOOD POINTS"

Cooperating Teachers

New ideas: "current trends in education," etc.

Benefits to students: seminars, teaching integrated, more intense, etc.

Site visits for teachers good

Student help good: like "extra hands in classroom"

Student Teachers

Saturated experience good: time spent, "depth" good

Workshops and seminars good

Presence and support of groups

Role in structuring program

Site visits useful

The Jackson lists are very similar to Victoria's, with the possible exception that several Jackson students mentioned enjoying having a "role in structuring the program." However, one Jackson teacher said, "I'm not sure any really good points were existent".

Questionnaire Results: Critical Summary

Most of the remaining questionnaire items from the June administration were analyzed to assess participant opinion regarding the "response process" in the two schools. Especially useful were negatively toned remarks which tended to reveal people's ideas on causes for own and others' behavior.

Participant Criticisms: Victoria School

In describing program "bad points," Victoria respondents took the opportunity to relay both concerns and suggestions for next year's program.

VICTORIA: "BAD POINTS"

Cooperating Teachers

"Lack of guidelines," "poor organization and communication," "need chain of command"

Control needs: "screen student teachers," "keep students in class," "enforce responsibilities, obligations"

"Different director"(3)

Student Teachers

Had "communication failures regarding goals, intentions and expectations"

Program structure problems: want shorter teaching experience, more workshops, demonstrations, site visits

Not enough interaction with teachers

Concerns with modes of supervision

A few cooperating teachers "not appropriate models"

Victoria Cooperating Teacher Criticisms

Complaints by Victoria teachers focused on the "lack of "guidelines," "poor organization and communication." Only two teachers had no direct negative comments, and one of those two felt it would be a good idea to "screen the student teachers." Three specifically named the director as the "major problem." Three said they wished to have roles defined better, one saying that Title IV should have "communications using a chain of command technique."

Several complaints could be classified as reflecting a desire to have greater program control on the part of the teachers. Four said student teachers should be screened, three said the students should be kept in class, "not involved in UCR activities." One wanted to place emphasis on student teacher responsibility to the classroom, and one said the teacher had "no way to enforce a student teacher's obligations." A total of about six of the eleven teachers responding seemed to desire more teacher control of student teachers.

Victoria Student Teacher Criticisms

The majority of the comments from Victoria student teachers dealt with communication failures involving the goals, intentions and expectations of both cooperating and student teachers. Seven of the thirteen said they felt there had been a breakdown in communication between all the various groups involved. One student said she felt there had been "hostility of the school staff toward Title IV and UCR in general." Another student said there has been a "lack of communication between UCR and Victoria--seemed that we were always in the middle." A third said there had been "poor communication between segments of program--UCR--master teachers--program director," and so forth.

Nine Victoria students mentioned a failure to establish shared values with the school staff, one saying that the Victoria teachers were "threatened by our mere presence;" another admitting that the "lack of communication was perhaps our fault," adding, "I cannot help but wonder if Riverside schools might not resent the presence of UCR." Three mentioned that their cooperating teachers were "not appropriate models" in their view, as the supervising teachers were "not open," "not innovative" and "should be made more aware of the program's emphasis."

"Pressure Group" Aspect of Victoria Student Teachers

Both teachers and students indicated to what extent they felt the student teachers had exerted pressure of any type on the teachers at their particular school by checking a 6-point rating scale with category choices from "None at all," to "A great deal."

For Victoria student teacher responses to this item were highly variable, the comments revealing that some students marked a low point on the scale because they felt they had been pressured, not the teachers. Four mentioned that changes were "mutual." Five marked the upper half of the scale (4, 5, 6), six marked the lower half (2 or 3), and two failed to answer for an obtained average of 3.6. Perhaps it could be said that the students were divided on whether they felt they had given or received "pressure" at Victoria School. The teachers at Victoria, in turn, gave somewhat variable answers with over half marking the low end of the scale.

Clearly the situation at Victoria seems to have been a relatively controlled one, with teachers not feeling particularly "pressured" to change. Victoria complaints, then, centered around program direction, with emphasis placed upon desires for greater control of the student teachers during their stay at Victoria School.

Participant Criticism: Jackson School

Questionnaires from Jackson School were also analyzed to provide an overview of participants' opinion concerning the program at their school. Again, criticisms of program activities were freely expressed.

JACKSON: "BAD POINTS"

Cooperating Teachers

Lack of structure, goal direction,
"communication between all factions,"
"working out objectives in advance"

Absence of group meetings for teachers
and students

"Students were pressure group": need
"screening," more "ethics," "professionalism"

Student Teachers

Need for goal clarification, "discuss
expectations"

Need for greater preparation of students

Need for screening and choosing committed teachers

Jackson Cooperating Teacher Criticisms

Eight of the twelve Jackson teachers responding mentioned a general lack of structure or direction, saying, "we had not worked out objectives ahead of time," or "there was lack of cohesion, direction, and understanding." Another related category of response contained comments about "lack of communication" between the various persons and groups, such as concern for "the absence of group meetings between student teachers and cooperating teachers, or the need for 'more meetings of student teachers and master teachers together.'" Eight of the twelve responding gave such comments focusing on the need for better student teacher-classroom teacher communication.

Other remarks critical of the relationship between the various people involved stated that the student teachers were a "pressure group" who wanted to achieve "petty desires to change our school to conform to their wishes." Another teacher said she had "never seen a more selfish bunch of girls in my life." Six other teachers made comments relating to the lack of school control on the number or type of students brought to the school. The need for "professionalism" and "ethics" was mentioned. However, at least three teachers said that they felt that the blame for the communication failure should be shared. One said, "I do not feel that Jackson School teachers have the proper attitude for 'change agents' in their classroom and school." Another said, "master teachers became defensive because they were openly criticized unprofessionally," and a third said there was "poor communication at times among staff, administration, students and the university."

Jackson Student Teacher Criticisms

At Jackson, the student teachers focused on two major problems: the poor communication between all persons involved, and poor teacher preparation in regard to goal delineation in advance. Nine of the eleven possible respondents listed the necessity for program administrators to "outline and discuss expectations of all people involved," for "clarification of goals of project--what they were, how they were perceived, how they were accepted," and for "inservice preparation for teachers before project is in school." One student described the school reactions to these problems:

"Tremendous lack of communication between school staff, teachers, university professors and administrative people. This may be contributing to disorganization of Title IV in Riverside.

Definite fear on the part of administration and cooperating teachers of a group of 'liberal revolutionists' imposing change. Perhaps seminars or workshops or sensitivity sessions with all concerned groups would eliminate threatening fears in student teachers, teachers and administrators."

Mention was also made of the desirability of screening the cooperating teachers and even of the schools involved. One student suggests the following program change:

"Screening of teachers more carefully, choosing teachers who understand (goals) and are willing to commit themselves to the difficult task of changing a school, a system and most important, themselves."

The student(s) quoted above are not identifiably "activist," in fact were described as "least interested in organizational aspects of the Title IV program" according to the Interest Area Questionnaire.

In general, it may be said that Jackson student teachers were appalled at the psychological distance that grew between the teachers and the student teachers at Jackson and seem to place the blame mainly on poor communication of goals. It seems also true that the student teachers were harsh judges of both the Jackson staff and the Title IV program administration.

"Pressure Group" Aspect of Jackson Student Teachers

Ten out of the eleven student teachers at Jackson checked the extreme point ("A great deal") in response to the "extent of pressure exerted by student teachers" item. It is clear that with an average rating of 5.9 the Jackson student teachers did indeed feel that they exerted pressure on the teachers at the school. Five of the eleven mentioned that the perceived pressure was greater than that actually applied. A non-activist student says:

"This (high) rating is based on what I think the teachers themselves felt. They felt threatened by our presence because some of the student teachers were very vocal and perhaps, thereby threatening. Also I felt our whole role in the various classrooms was misunderstood--the teachers saw us as spying or watching them rather than learning ourselves. Certain persons induced the attitude that they were being observed, watched; with this attitude instilled in them, it was difficult for them not to feel this way. The nature of program being focused on multi-ethnic education may have caused teachers to feel that their racial attitudes were being watched. ...I realize, I think, that the teachers felt very threatened, not because we intended to threaten them, but that they perceived us as threatening."

Jackson cooperating teachers, with one exception, marked either the highest or second highest categories in response to the "pressure" item. One teacher marked the average category and two commented that the "influencing was mutual." Several cooperating teachers blamed the student teachers' weekly meetings as the arena of their discontent. One teacher, probably expressing the most extreme views of the classroom teachers, said of the student teachers:

"They, as a group, apparently came to our school with the single intent to improve the social and ethnic relationships of the regular classroom teachers with their classes, rather than learn how to teach. This was evidenced, in part, by their private get togethers to complain, berate, and plan to bring group pressure to bear to achieve petty desires to change our school over to conform to their wishes."

It is clear that at Jackson the student teachers were perceived as strongly pressuring, and these feelings were reflected in teacher judgment of the students' behavior. But by no means were all the Jackson teachers in agreement as to the attribution of causality for the feeling of "being pressured." That the teachers own feelings may have played a role in their view of the student teachers was the opinion of three of the Jackson teachers who felt the teachers "became defensive" or "didn't have the proper attitude."

The Role of UCR in the Schools

Because of the feeling regarding "UCR" on the part of some of the teachers in the schools it was decided to ask both students and teachers to: "Please describe your feelings concerning the role you see UCR playing in the Riverside Schools." It had seemed to us that during the year Jackson teachers had focused feelings on the students themselves, especially certain individuals, whereas Victoria teachers had seemed to displace their feelings to "UCR" in general. An examination of the responses bears out this notion.

Of the eleven Victoria cooperating teachers responding, five made comments which could be classified as indicating mixed or negative reactions. Some of these statements were:

"UCR needs to realize that master teachers are experts in knowing what is really going on in the classroom."

(The role of UCR should be) "less dictatorial through increased communication with Victoria school teachers."

"A caution: RUSD should not become a training ground for teachers at the expense of school children. The focus should be on helping pupils rather than making a name for the RUSD and/or UCR."

"UCR should be cooperative and creative and not cause problems between the community and school, but rather help solve them."

"I don't like the philosophy of most UCR professors. They do not seem patriotic or good Americans. They are teaching a philosophy of rebellion."

Only three Victoria teachers saw UCR as a source of "new ideas." Of the three remaining respondents, two saw UCR as a source of student teachers and one made no comment.

Seven of the thirteen student teachers at Victoria felt that UCR had a leadership role in bringing about change in the schools. Assigning UCR the "...role of progressive education agent" seemed appropriate to these students. However, three other students said they felt that there had been a "communication failure," that teachers were not receptive or were "inflexible." One student said, "I cannot but wonder if Riverside schools might not resent the presence of UCR." It thus seems that a majority of the Victoria students were sensitive to the "change agent aspect" of their particular situation, but were not comfortable with it.

Jackson cooperating teachers, in contrast to Victoria teachers, did not seem to have a generalized view of UCR as a "radical institution." Five of the twelve Jackson teacher respondents said they felt UCR could provide expertise at some level, but three others were not sure of UCR's role, saying, for instance, "it would depend on what the intent and purpose of the university is." Three others relegated the role of UCR to traditional spheres saying it was "a place to take courses," or a place which could provide "regular student teachers."

Jackson student teachers like those at Victoria saw UCR's role as one of leadership in the schools. Nine of the eleven students mentioned "change" as the major role of UCR in Riverside schools. Two, however, felt UCR might be a "source of conflict" in the schools. One student said "...UCR is looked upon as a more revolutionary institution than Cal Baptist." "Our students are regarded," they said, "as more irresponsible, more individualistic."

In summary, Victoria teachers seem to have focused upon the "UCR professor" or "education department" as the actual origin of the conflicts they were experiencing. Jackson teachers, on the other hand, still seem to have had fewer negative feelings about UCR, most retaining the commonly accepted view of the university as a source of expertise. Student teachers at both schools viewed UCR as an agent of change but were keenly aware of the problems inherent in asking school people to participate in dialogues with inexperienced student teachers.

Program Effectiveness

Several items were analyzed as measures of program effect upon participants. Workshops, seminars and site visit themes were examined and related to classroom innovations and participant reports of interest in, and ratings of, presented programs.

Workshops and Site Visits

Victoria staff attendance. At Victoria workshops and seminars (listed in Appendix C) were variably received depending upon the particular individual giving the workshop. These teachers attended a total of twelve times, or an average of one workshop per teacher. Dr. Howard Adelman, a clinical psychologist focusing on special education received the best attendance (four) and was rated "average" by those attending. Two teachers managed to attend four of the eight workshops. On the June questionnaire, five teachers commented about the organization of the workshops, two saying they were "too late," one that they were "not properly spaced," and two that they were "changed or cancelled" too often.

Victoria student teacher attendance. Students in general were faithful in attending seminars and workshops. Student teacher ratings appear in Appendix H. Again, students appear to prefer programs by practicing elementary school teachers. Victoria students also rated the orientation sessions highly and several made specific mention of the usefulness of the "Mathematics for the Disadvantaged" series offered only at Victoria School by Dr. Chalmers and sponsored by the school staff.

Jackson staff attendance. At Jackson, workshops were either well attended or ignored. Four teachers attended four or more of the sessions. The four

workshops attended by six or more persons were given by Bob Prutsman, a Cathedral City teacher who employs a "Creative Dramatics" approach in the classroom; Jeanne Fryer, a university supervisor and demonstration teacher specializing in "Individualized Education"; Dr. Manuel Ramirez, a UCR psychologist specializing in Mexican-American education; and Dr. Adelman.

Jackson student teacher attendance. Student teacher favorites were similar to the cooperating teachers' with the addition that students rated many of their seminar leaders highly. The relatively low ratings of Assistant Superintendent Gabriel's talk should probably be attributed to the fact that none of the student teachers had been offered contracts by the Riverside District at the time the questionnaire was filled out. In general, the comments given by the students relayed the notion that they liked those presentations which were really helpful in the classroom.

Innovations in the Classroom

To assess changes actually made in classrooms, students were asked:

List any innovations you made in your classroom and describe the reception they received from the regular teachers:

In your next job, do you plan to adopt any of the innovations you worked on with your supervising teachers?

Teachers, in turn were asked:

As a result of your guidance, what improvements and changes did your student teacher(s) make in his (her) classroom performance?

Do you plan to adopt any of the innovations you worked on with your student teacher(s)?

Victoria staff response. Of the nine Victoria teachers responding to the "student improvement" question, seven gave answers relating to the students learning to discipline, control, organize and plan. The three remaining teachers made comments about increasing the student's "confidence," helping her to become more "relaxed" and "creative." Five of the seven teachers responding to the "innovations" question gave positive responses. However, only three teachers gave specifics, one saying she would continue her student teacher's program on Greek mythology, one that she liked the "postoffice idea" and one that she would keep the "reading and math centers," the "journals started by the student teacher," and "some Prutsman techniques." Thus only one Victoria teacher reports actual changes in educational methodology.

Victoria student teacher response. At Victoria all of the students responded to these questions affirmatively, each saying they were able to make some innovations and planned to use them in their next jobs. The most often mentioned innovations involved individualizing instruction, five mentioning using "personalized reading," four "learning centers" and others "creative dramatics" or "creative writing." Three mentioned innovations involving ethnic materials and three mentioned changes in discipline methods. In general, the emphasis was on providing a program suitable to the individual child in the classroom.

Jackson staff responses. At Jackson, eight of the twelve teachers responding mentioned positive improvements such as rapport with pupils, lesson planning, classroom management, etc., in the behavior of the student teachers. One had no comment and three made negative remarks, such as she "learned what not to do," or there was "no change" during the quarter, etc. In answer to the "innovations" item three Jackson teachers said there were no innovations made "other than what might have been done with an interested parent, aide, or regular student teacher" or simply, "we worked out no new innovations." Two gave a simple "yes." However, seven mentioned specific techniques such as use of food in teaching (1), the Prutsman techniques (1), and individualized reading program (4), and "learning centers" (2).

Jackson student teacher responses. At Jackson, ten of the eleven students mentioned "innovations" involving individualization, with five mentioning that they "had centers." Nine of the eleven mentioned they had "no help" from their teachers in experimenting with the innovations. In general, Jackson students felt the cooperating teachers had expressed negative feelings regarding their "innovations."

Summary of "innovations." There seems to have been relatively more reporting of innovations at Jackson than at Victoria. Emphasis at Victoria evidently was more on instilling ability to control children rather than on innovations in the classroom.

Overview of the Response Process

To summarize, the actual "response process" in the two schools seemed to follow diverse paths contingent upon initial attitudes of administrators, teachers, and student teachers, interactions involving Lab School staff members with the various groups, and finally the role interpretations made by various participants.

It is undoubted that the actual assignment of student teachers by reason of their observed personalities had an interactive effect upon the initial attitudes in the schools. Thus, the less "radical" students were placed at Victoria where teachers already viewed students in limited or subservient roles. The control exercised by staff, coupled with the presence of non-dominant student personalities resulted in the containment of student action of whatever type. While there were minor skirmishes at Victoria, such as the "infamous pant-suit war," no serious problems arose requiring extreme action in the view of participants. All students who began the program completed it with the exception of one high-potential candidate who left early for family reasons. It is the consensus that the Victoria student teachers received a sound training.

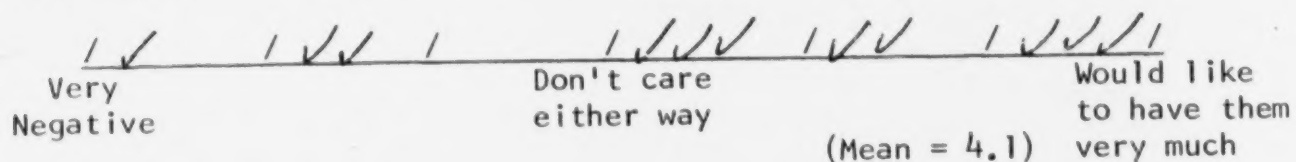
At Jackson, however, conflicts in educational philosophy arose; three students who had very basic questions to ask society in general about the school as both a model and perpetuator of structured, authoritarian society decided that teaching in public schools may not be the best occupational choice for them at this time. That teachers and staff were not attuned to the needs of all children was the contention of some of the Jackson students. These feelings eventually culminated in these students relaying some of their program concerns to the Superintendent. There was no malicious intent in their actions, simply a deep concern about the discrepancy between Title IV program goals and actual public school practice. In the opinion of these students, a minority child should be allowed to explore the predominant Anglo culture using the learning styles, language and behavior patterns he brings with him to the classroom. These students felt that in many ways the Title IV program had not fully exploited opportunities to relay all that is known regarding these problems to teachers and staff. The students also felt that school people were, in a few instances, not in basic agreement with program goals; some teachers, they said, still felt that the major goal of schooling is to assimilate children into the predominant culture. Teaching practices, they contended, may favor the bright Anglo child to the detriment of children with distinctively different learning styles and values. However, both observation and questionnaire responses show a greater variety of innovative practice at Jackson than at Victoria. It is probable then, that Jackson students underestimated the abilities of the Jackson staff; the actual number of convinced assimilationists at Jackson seems relatively small to us. The teachers involved with Title IV were in general open, competent and willing workers. It is possible that the students, in this instance, were reacting to the behavior of a very few staff members who did not give them the breadth of opportunity to make changes that they sought.

Do Teachers "Want Title IV Back?"

At both schools the number of teachers who showed consistent anti-program attitudes were few. However, it is probably impossible to separate those who were disappointed in program activities from those who were simply not interested in furthering Title IV goals. The teachers were asked, on the final June questionnaire:

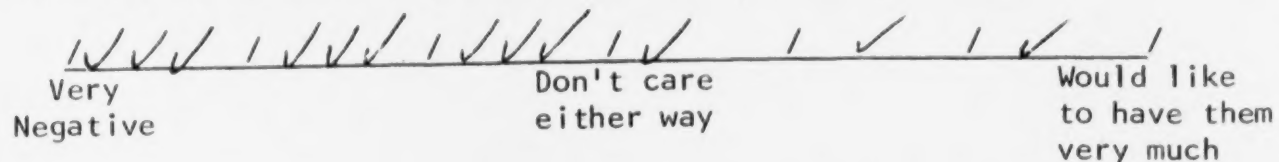
As far as you personally are concerned, your feelings about having Title IV student teachers in your school next year could be said to be:

At Victoria the eleven respondents checked these points:



At Victoria, the three very low ratings were made by teachers who seemed to feel the program had "imposed too much from outside" and didn't like the fact that there was "no way to enforce the student teachers' obligations." One of these teachers said the students were "great full-time tutors," but were "too often absent from the classroom." Negative responses to this item at Victoria focused on failure of Title IV to recognize Victoria as already an excellent place to train children, or on the necessity for the periodic absences of the students for workshops, seminars, and so forth. The majority respondents, however, would evidently accept the program a second year.

At Jackson, however, negative responses were more common:



That Title IV had program problems related to staff conflicts is clear: one of the two highest ratings came from teachers leaving the school. The meaning of the negative ratings were diverse. One negative rating was from a teacher who said:

The few really sincere good students could just as easily have been a part of the regular student teacher program.

Another, reflecting feelings of hurt at being "rejected" by the students said:

The student teachers become in "charge" of the program. They had demands which were met by the Lab School staff. There

was no respect for (staff member), very little discipline; they couldn't adhere to school rules, and lack of professionalism on their part.

Thus, negativism at Jackson may be less based on rejection of program goals than on the particular experience of last year. That Jackson teachers will respond to a well-planned program we do not doubt: that strategy and tactics need to be consonant with creating feelings of self-confidence and worth in all participants is paramount. Student teachers in turn need to feel they have a soundly conceived role. A Jackson student says:

Coming cold into the program with virtually no background I did not feel knowledgeable or confident enough to start introducing "innovation" into the classroom. I received absolutely no direction from anyone, yet I was expected to just go in and innovate. What an absurd assumption! If the student teachers are expected to go into a class to innovate they should be given the background and skills for doing so. The (cooperating) teachers should also want this, not meeting such attempts with passive acceptance or resistance but with enthusiasm, support and help.

RECOMMENDATIONS

This section will attempt to project recommendations which will facilitate next year's program. An introductory rationale is given before each recommendation or sets of recommendations. The recommendations are addressed to three major program areas: teacher inservice, communication and structure.

The Teacher and School Desegregation

Title IV programs were funded with the assumption that the "shifting and mixing of bodies" fulfilled merely the mechanical requirements of desegregation. The process beyond that point requires important changes in curriculum, school organization, community relations, and, most importantly, in teacher behavior. In the two schools which participated in this project, the teachers were a central element in all of the program's goals and activities. While the evaluation clearly indicates that numerous other variables interact in the process of school change, it also verifies that the major task of accomplishing that change rests with the classroom teacher. Anecdotal records, private conversations and other informal assessments indicate the importance of the teacher as a change agent.

The basic questions this project raised about race, ethnicity, social class and achievement in a desegregated school setting evoked a variety of responses from teachers. These responses in many instances were emotional and value-laden because of the present social context of the schools. Thus, some conflict and emotional distance between the staff and participants was inevitable. The purpose and intent of these dialogues was to examine the changing social context of the school to determine whether we as educators were keeping pace with the appropriate value, attitude and behavioral accommodations.

Specific Recommendations

While a few teachers seem to be actively responding to the needs of ethnically different children, the personal introspective and accommodative process involving the readjustment of values, attitudes and behavior seems to be seriously lacking in some. It is with this process of personal change that Title IV can have some impact. Therefore it is recommended that:

1. Each Title IV school should provide specified allotments of time be set aside on a continuing basis for small group meetings to

be attended by the appropriate Title IV staff members, Riverside Unified School District personnel and classroom teachers at the participating schools.

It is difficult to have impact upon teacher behavior if the inservice activity is "hit and miss." It is also difficult to constructively channel tension created by frustration and failure if inservice activities are not steady, ongoing and reinforcing to the innovators on a school staff. These meetings are crucial also because they can provide the atmosphere in which teachers develop skills to match their commitment to problem solving.

The content of many certification courses for student teachers do not adequately prepare the new teachers to identify school desegregation problems nor develop the skills necessary to teaching in a multi-ethnic setting. Therefore it is recommended that:

2. UCR and other teacher training institutions should provide the appropriate content material and experiences to develop specialized teaching skills for the multi-ethnic desegregated classroom.

Developing new skills in teachers to solve problems of school desegregation is a new topic for many people. Direct observation of the project in its day-to-day functioning provides the surest means of familiarizing concerned persons. Because of the inservice and preservice aspects of the program it is important that the Riverside Unified School District Administrative personnel have a thorough knowledge of the Title IV program. Therefore it is recommended that:

3. Representatives from the Department of Instruction and the Personnel Division of the central administrative staff should make periodic site visits to the project on a continuing basis during the 1971-72 school year.

The Laboratory School-Teacher Education Module staff is presently involved in collecting a wide variety of curricular materials, books and manuscripts on multi-ethnic education. These materials deserve circulation to every teacher in the Riverside Unified School District. Thus, it is recommended that either:

4. Jackson or Victoria School be formally designated as a multi-ethnic curriculum center with space allocated for housing the Laboratory School materials and a time allocated for district-wide use (circulation) of the materials.

Communications

The 1970-71 evaluation data verify that faculty communications among all interested groups to a degree hampered module activities. The first recommendation above hopefully will provide the structure for improved

teacher-UCR-Title IV communications. The third recommendation describes the means for improved communications between Title IV and Riverside Unified District Central Administrative staff. The addition of an assistant director will also facilitate improved communications. Therefore, it is recommended that:

5. The assistant director will organize meetings twice a month with interested faculty and parents of Jackson and Victoria Schools. These meetings initially will serve as planning meetings for community involvement. The latter meetings may provide the time for implementation of planned activities.

During the past year the Steering Committee for the Title IV project had some difficulties with regular meeting times and recruiting of participants. This committee can be an invaluable communication link. Therefore, it is recommended that:

6. The Steering Committee should meet monthly to react to progress reports from the Laboratory School staff and offer assistance in program development and policy procedures. The composition of that committee should include: the Dean, School of Education, UCR; a representative with an interest in instruction and curriculum development from the administrative staff of the Riverside Unified School District; the Administrative Coordinator of WRSDP; a parent from each participating school and one faculty member from UCR.

Program Structure

The evaluation data also reveal that program participants, especially teachers and students, needed specifics of program organization in printed form. A pilot program may have initial difficulties in responding to such requests. However, the past year's experiences have resulted in the development of the program organization shown in Table 8. The recommended program structure for 1971-72 was developed by assimilating suggestions from both the Student Teachers' Position Paper¹, developed during their evaluation sessions, and from cooperating teachers' questionnaire statements and communications.

Fall Quarter

This time should be used by student teacher and cooperating teacher as a period of "getting to know each other." The activities which provide the atmosphere will be: a three-hour weekly teaching assistant assignment, periodic meeting throughout the quarter with the director and meetings with cooperating teachers to develop competencies in multi-ethnic education.

¹ Copies may be obtained from Western Regional School Desegregation Projects offices, 2101 Watkins Hall, University of California, Riverside.

TABLE 8

RECOMMENDED PROGRAM SCHEDULE FOR TITLE IV TEACHER
EDUCATION PROGRAM, 1971-72

	Monday	Tuesday	Wednesday	Thursday	Friday
Fall Quarter					
Morning	One 3-hour teaching assistant assignment UCR supvr.	Academic seminar for student teachers	Academic seminar for student teachers		
Early Afternoon	Begin curriculum unit with multi-ethnic emphasis				
Late Afternoon	Multi-ethnic seminar: cooperating & student teachers ^a			Mandatory meeting: cooperating with student teachers	
Winter Quarter					
Morning	Observation of student teachers & conference with UCR supervisor	Student teacher assignment, in class with cooperating teacher			
Early Afternoon		UCR supervisor-student teachers meeting (bi-monthly)		UCR supvr.-cooperating teachers meeting (bi-monthly)	
Late Afternoon	One-hour planning time: students with their cooperating teachers		Academic seminar for student teachers	Cooperating teachers-student teachers meeting ^a (bi-monthly)	
Spring Quarter					
	Student teacher teams: Develop, present multi-ethnic materials, make site visits, develop remaining competencies				

^a Teacher substitute required.^b One ten-week assignment, with students in class four days per week during this quarter: eleventh week; UCR evaluation.

Winter Quarter

Full-time classroom involvement of the student teachers at this point hopefully will solve many of last year's organizational and "matching" problems. This quarter also provides a time for inservice workshops and community involvement in the program.

Spring Quarter

This quarter will provide the time and help for developing a wide range of short-term multi-ethnic curricular units in all subject areas. The students will be invited back by cooperating teachers and others to test units out in their classrooms and the students will leave duplicated sets of materials with the classroom teacher. This quarter also provides the time for continuing inservice workshops and community involvement.

APPENDIX A

RECENT RANKS OF RIVERSIDE ELEMENTARY SCHOOLS ON SIX FACTORS

APPENDIX A

RECENT RANKS OF RIVERSIDE ELEMENTARY SCHOOLS ON SIX FACTORS

(as shown in "Profiles of Two Schools," Fig. 3)

SCHOOL	NUMBER OF PUPILS NOV. 1970		STABILITY (1969-1970)		SOCIO-ECONOMIC STATUS 1970		MEDIAN IQ 6th GRADE NOV. 1969		MEDIAN ** GRADE EQUIV. NOV. 1969		PER CENT MINORITY NOV. 1969	
	Number	Rank	Transient %	Rank	Mean	Rank	Median	Rank	G.E.	Rank	Per Cent	Rank
ADAMS	766	6	34	12	6.92	16	101	16s	6.1	13	24	14.5
ALCOTT	665	10	22	1	8.58	1	108	2.5	6.9	2	18	22s
BRYANT	348	23	63	24	7.02	14	99	20.5	5.9	17.5	24	14.5
CASTLE VIEW	386	21	27	4	8.48	2	113	1	7.3	1	15	24
EMERSON	420	18	39	15	7.97	5	101	16s	6.5	6	51	2
FREMONT	760	7	50	20	5.86	24	96	22.5	5.4	24	31	3.5
GRANT	246	24	56	22	7.61	6	105	6.5	5.9	17.5	20	19.5
HARRISON	697	8	42	18.5*	7.04	13	101	16s	6.0	16	20	19.5
HAWTHORNE	449	16	35	13	6.63	20	96	22.5	5.6	23	25	11.5
HIGHGROVE	587	12	33	11	6.17	22	103	11.5	5.8	20s	26	8.5
HIGHLAND	826	5	22	9s*	8.42	3	108	2.5	6.6	4.5	18	22s
HYATT	412	19	28	5.5	8.09	4	104	9	6.4	8s	18	22s
JACKSON	972	2	28	5.5	6.96	15	100	19	6.1	14s	25	11.5
JEFFERSON	925	3	32	9s	6.68	19	102	13	6.2	12	29	5.5
LIBERTY	548	13	52	21	6.61	21	106	5	6.4	8s	22	18
LONGFELLOW	439	17	59	23	6.08	23	95	24	5.7	22	53	1
MADISON	536	14	31	7	7.30	8	99	20.5	5.8	20s	26	8.5
MAGNOLIA	670	9	32	9s	7.22	11	101	16s	6.1	14s	23	17
MONROE	858	4	41	17	6.76	18	103	11.5	6.3	10.5	26	8.5
MT. VIEW	1004	1	37	14	7.23	9	104	9s	6.4	8s	24	14.5
PACHAPPA	382	22	40	16	7.07	12	104	9s	6.7	3	24	14.5
PALM	392	20	42	18.5s	6.91	17	105	6.5	6.3	10.5	26	8.5
VICTORIA	486	15	24	2	7.45	7	107	4	6.6	4.5	31	3.5
WASHINGTON	624	11	25	3	7.23	10	101	16s	5.8	20s	29	5.5
DISTRICT			36				103		6.2		26	

*.5 or s indicates rank shared

** Total Battery median for 6th Grade on C.T.B.S.

APPENDIX A, Continued

References for School Profiles

1. Size of school: Ethnic Distribution by Number and Percent in Elementary Schools, Department of Research and Evaluation, Riverside Unified School District, November 5, 1970.
2. Stability: Calculated from Riverside Unified School District Data as 100% minus sum of per cent pupils entering school from within or from outside district plus per cent leaving school to go to within district schools or to leave the district. Data from year 1969-70, Department of Research and Evaluation.
3. Socio-economic status, 1970: Socio-economic Data Based on Major Occupational Groups. Department of Research and Evaluation, Riverside Unified School District, March, 1970.
4. Median IQ for sixth grade, 1969. Calculated from Lorge-Thorndike Intelligence test. Comprehensive Tests of Basic Skills, Level 2, Form Q, and Lorge-Thorndike Intelligence Test, Form 1, Level D, Administered to Sixth Grade Pupils in November, 1969. Department of Research and Evaluation, Riverside Unified School District.
5. Median sixth grade battery score (reading, language and arithmetic), Comprehensive Tests of Basic Skills, reference as in 4 above.
6. As in 1 above.

APPENDIX B

LABORATORY SCHOOL-TEACHER EDUCATION MODULE
CALENDAR OF EVENTS

APPENDIX B
LABORATORY SCHOOL-TEACHER EDUCATION MODULE
CALENDAR OF EVENTS

- September - 1--Program introduction: Victoria staff (Dr. Deslonde).
2--Program introduction: Jackson staff (Dr. Deslonde).
11--Program introduction: Jackson PTA Board.
16--Brief introduction: Community Action Group, Casa Blanca, (Dr. Deslonde).
17--Brief introduction: East Side Settlement House.
24--Program introduction: Victoria PTA (Dr. Deslonde).
25-27--Director attends NAACP Annual State Conference, Monterey.
29-October 5--School staffs' "buzz sessions" for Victoria, Jackson at UCR.
- October - 5--Education 107, "The School in the Social Order" held at Victoria School, course continues through December.
6--Education 107, "The School in the Social Order" held at Jackson School, course continues through December.
6--Site visit: Mr. Al Fain, HEW Program Officer visits Jackson and Victoria Schools.
10--Lab School staff and several cooperating teachers attend UCX course on cross-age teaching.
14--Lab School staff visits Castle View School, Riverside.
15--Lab School staff visits Longfellow School, Riverside.
21--Parent meeting, Casa Blanca, (Dr. Deslonde and staff).
22--Brief introduction: "Brown Baggers," Eastside Settlement House, (Dr. Deslonde and staff).
- November - 3--Site visit: Mr. Ray Berry, Superintendent of Riverside Schools, visits both Jackson and Victoria Schools.
5--Steering Committee: project review and planning for pre-service program.
12--Lab School staff and teachers visit "36th Street School," Adelman-Fryer project, "Personalized Reading."

- November - 15--Quarterly Progress Report submitted.
- 19--Lab School staff visits Rancho Vista "School Without Failure" William Glasser method school.
- 20--Perris Title IV staff consults with Lab School.
- 22--Student Teacher Planning Committee, Victoria School.
- 24--Jackson teacher meeting, Dr. Deslonde and staff: student teacher program.
- 24--Jackson PTA Board, meeting with Dr. Deslonde and staff on Lab School program, student teacher program.
- 29--Director attends California Council on Teacher Education, Yosemite.
- 30--PTA Board, Victoria School: Lab School staff introduce student teacher program.
- December - 1--Student Teacher Planning Committee, Victoria School, plan submitted to Steering Committee.
- 2--Student Teacher Planning Committee, Jackson School.
- 2--Steering Committee: Title IV director search, Steering Committee makeup, student teacher program.
- 7--Lab School staff visits Madison School, Riverside.
- 8--Lab School staff visits Perris Title IV program.
- 8--Lab School staff visits Palm School, Riverside.
- 9--Student Teacher Planning Committee, Jackson School.
- 10--Student Teacher Program discussion: entire Victoria staff, (Dr. Deslonde and Lab School staff).
- 10--Student Teacher Program: speech and discussion with Victoria parents, (Dr. Deslonde and Lab School staff).
- 14--UCR student meeting: introducing Student Teacher Training Program (Dr. Deslonde, Mrs. Patricia Dahms, Mrs. Pauline Morrow, Mr. Robert Valencik).
- 14--Community meeting: Victoria parents at Lincoln Park, East-side, Riverside, (Dr. Deslonde and staff).
- 17--UCR student meeting: requirements for participation, (Dr. Balow, Dr. Hendrick, Dr. Deslonde).

- December - 18--UCR student meeting: final sign-up for student teacher program.
- January - 4-6--Student teacher orientation: Dean Merle Borrowman, Dr. Mabel Purl, Mr. Valencik, Mrs. Zoe Brown, Mr. Jack Nelson, Mr. Mike Cunningham, Dr. Jane Mercer, Dr. Lulamae Clemons, Dr. Hendrick, Dr. Balow, Dr. Richard Roessler.
- 7--Student teachers, Lab School staff visit community leaders at their facilities: Mr. Jesse Yberra, Eastside Community Settlement; Mr. DeVonne Armstrong and Mr. Henry Holbrook, Urban League; Mr. George Williams, Job Opportunities Council; Mr. Nolan Lockett, Youth Coordinator's Office; Mrs. McCoy, Bordwell Park Preschool; Mr. Fred Coughlin, Casa Blanca Special School.
- 11--Executive Committee meeting, Mrs. Emma McFarlin, HEW Program Officer visits.
- 11--Site visit: Mrs. McFarlin visits Jackson and Victoria Schools.
- 13--Site visit Mr. Ray Berry visits Jackson and Victoria Schools.
- 13--Steering Committee: Minority representation in schools, student teacher program.
- 15--Student teachers and Lab School staff visit Riverside Unified School District offices: (Mr. Bailey and Mr. Paynter).
- 16--Title IV Site visit: Mr. John Thorslev, Compliance Officer, HEW.
- 19--Cooperating teacher meeting, (Dr. Deslonde and staff at Jackson School).
- 20--Title IV Site visit: Mr. Theron Johnson, Chief, Northern and Western Division of Equal Educational Opportunities.
- 20--Cooperating teacher meeting, Dr. Deslonde and staff, Victoria School.
- 21--Executive Committee meeting.
- 27--Consultation: Mr. Joseph Simas and Rev. Harold Clarke of the Hanford, California, Title IV project to meet Mr. Berry, Dr. Purl, Dr. Roessler, Mr. Leon Shockley, principal, Emerson School, Riverside.
- 28--Title IV site visit: the California Integrated Task Force, Mr. Hank Arredondo, Department of Education, State of Arizona, Eleanor Blumberg, and others.
- 29--Title IV site visit: Mr. Ralph Kiff, Educational Program Specialist, Region IX, HEW.

- February - 3--Steering Committee: recommendations and progress of student teacher program held at Victoria School.
- 3-5--Director attends American Educational Research Association, New York (Paper by Dr. Deslonde on Components of Racial Conflict).
- 8-9-10--Title IV Teacher Training Conference, San Francisco: Paper by Dr. Deslonde on Lab School Program, Riverside.
- 11--Executive Committee meeting and Title IV site visit: Mr. Robles and Mr. Thorslev of the regional office.
- 18--Executive Committee meeting: fiscal projection, activity report and refunding proposal.
- 23--Parent tutorial community meeting, Bordwell Park, Dr. Deslonde and staff, several Victoria teachers.
- 24-25--Regional Dissemination Conference, Lake Arrowhead: representatives from HEW, various state education agencies Title IV staff. Topics: role functions, problem solving and coordination of activities.
- March - 5--Executive Committee: proposed Lab School staffing pattern.
- 9--Title IV staff meeting: assessment interim reports, prospectus for continuing funds.
- 15--Inservice program introduction: Jackson staff, (Dr. Deslonde).
- 15--Consultation: Miss Gwen Collier, of the Monrovia, California, School District to visit the two laboratory schools and consult with Dr. Deslonde and staff.
- 17--Inservice program introduction: Victoria staff, (Dr. Deslonde).
- 17--Executive Committee and site visit: Mr. Robles and Mr. Thorslev: consultant request handling, feasibility sub purchase contracts, discussion refunding proposal.
- 22-April 2--Questionnaires administered and collected for Lab School program. Observations of student teachers made.
- 29--Lab School master teacher visits Prutsman "Creative Dramatics" school class.
- April - 20--Site visit: Dr. Deslonde and Dr. Elisabeth Flach present resumé of student teacher program to Mr. Robles, Dr. Clemmons, and Mr. Banda.
- 21-23--Annual Title IV Community Liaison Conference, Oakhurst, California, directed by Mr. Pete Delacruz, Merced School District, Paper by Dr. Deslonde on Lab School Program.

- April - 26--Executive Committee meeting: Planning for full-scale site visit May 4, plus coordination of Title IV activities.
- 28-30 Dissemination Lab School Program at California Educational Research Association annual meeting, San Diego, paper by Dr. Deslonde on racial conflict, paper by Dr. Flach on Lab School.
- 29--Parent tutorial Community meeting Victoria home (Dr. Deslonde and staff).
- May - 4--Site visit: Review Committee of HEW Program Officers, Region IX, Mr. Robles, Mr. Fain, Mr. Lorenzo, Mr. Kiff, and Mr. Ples Griffin, California Department of Education.
- 15--All modules presented program resúmes. Director attends annual state NAACP conference, Los Angeles.
- 18--Site visit: Title IV staff members from Portland, Mrs. Edna Basket, Mrs. Chavez and Miss Pam Root.
- 19--Lab School master teacher visits Fountain Valley "Open" school.
- 25--Lab School evaluation session Jackson School cooperating teachers, master teacher and principal.
- June - 1-3--Arrowhead Title IV Dissemination Module Annual Conference: guidelines for ESAQIE funding, review of legal aspects of desegregation and individual programs related to desegregation problems. Paper on Lab School Program by Dr. Deslonde.
- 5--Consultation: Teacher inservice program presented by Dr. Deslonde to administrative staff of Redlands Unified School District.
- 7-15--Student Teacher Evaluation Conference: final questionnaire, discussion and preparation of position paper on student teaching experience.
- 8--Evaluative conference: Lab School with staff of Victoria School.
- 8-17--Administration and collection of final questionnaires for Lab School program.
- 10--Consultation: Dr. Deslonde to Clark County School District, Las Vegas, Nevada.
- 14--Evaluative Conference: Lab School staff with staff of Jackson School.
- 15--Dissemination: Lab School staff to Victoria PTA Board: Presentation and discussion.

June

- 15--Dissemination and evaluation session: student teachers for UCR Department of Education.
- 17--Site visit: USOE Review Committee: Mr. Ed Sullivan, Mr. James Lake, Division of Equal Educational Opportunities, and Mr. Royce Derks, Illinois Department of Education.
- 18--Preliminary report session: Dr. Deslonde and Dr. Flach with Mr. Berry.
- 21--Consultation: Dr. Deslonde and staff by Clark County School District, Las Vegas, Nevada, Riverside Title IV offices.
- 20--Year end reports: HEW, Riverside Unified School District.

APPENDIX C

TITLE IV STUDENT TEACHER TRAINING PROGRAM
SEMINAR AND WORKSHOP CALENDAR, JANUARY TO JUNE, 1971

APPENDIX C

TITLE IV STUDENT TEACHER TRAINING PROGRAM

SEMINAR AND WORKSHOP CALENDAR, JANUARY TO JUNE, 1971

Date*	Person	Topic	General Competency Area*						Politics, Phil., History
			Role Responsi- bilities	Classroom Techniques	School Admin.	Multi- Ethnic	Subject Matter		
JANUARY 4	Borrowman	Orientation to Problems						1	
	Valencik	Riverside Busing Pattern						1/2	
	Purl	Administrative Correlates of Desegregation						1	
5	Brown, Nelson	Orientations to Schools			1				
	Cunningham	Various Methods of Making Room Assignments			1/2				
	Mercer	Riverside School Study Findings						1/4	
	Clemons	Status of Legislation for Teacher Inservice Programs						1/2	
	Hendrick	Early History of Riverside Desegregation						1	

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*Events occurring on January 4 through 6 constitute the "Orientation Sessions" for the student teacher candidates.

*Programs given to Jackson (J) and Victoria (V) student teachers, or to both groups together. Workshops (W) were open to all personnel in Title IV schools.

Seminar and Workshop Calendar (Continued)

Date	Person	Topic	General Competency Area					
			Role Responsibilities	Classroom Techniques	School Admin.	Multi-Ethnic	Subject Matter	Politics, Phil., History
JANUARY 5	Valencik	Teachers' Problems in Today's School						1/2
	Williams, Ayala	Nature of Community Aide Concerns						1/2
6	Balow	Title IV as Part of Teacher Training						1/2
	Roessler	Work of Title IV Dissemination Module						1
	Yberra McCoy Lockett Holbrook G. Williams Armstrong	Community visits on local problems, facilities						2
	Coughlin	Visit to Casa Blanca Special School plus theoretical overview of school		1 1/2				
15	Bailey Paynter	District Resources for Teachers			2			
	Deslonde	Cautionary Strategies						
25	Deslonde	Motivating Minority Children				2 J		1 1/2 V

Date		Topic	General Competency Area					
			Role Responsibilities	Classroom Techniques	School Admin.	Multi-Ethnic	Subject Matter	Politics Phil., History
JANUARY 26	Dahms	Orientation and Super-vision	1 V 1 1/2 J					
	Dahms	Orientation and Super-vision	1 1/2 J					
29	Singer	Reading Methods, lecture discussion		2 V				
30	Hodgson	Van Allen Reading Method		1 V				
FEBRUARY 1	Dahms	Reading Methods, Lecture and Discussion		2 J				
4	Dahms	Lesson Planning, Role Responsibility	1 1/4 V					
5	Monson (RUSD)	Ideas in Math					2 V	
	Dahms	Orientation, Role Responsibilities	2 V					
8	Ayala, Nelson	Community, family, teacher concerns	1 J		1 1/2 J			
	Nelson	Jackson minimum day presentation: "Coast Audio Visual" equipment display, and description		1 1/2 J				
18	Dahms	Classroom Management		1 1/2 V				
19	Fryer	"Personalized Reading"		3 W				

Seminar and Workshop Calendar (Continued)

Date	Person	Topic	General Competency Area					
			Role Responsibilities	Classroom Techniques	School Admin.	Multi-Ethnic	Subject Matter	Politics, Phil., History
FEBRUARY 22	Dahms	Role Responsibilities	1 J					
	Deslonde	Individual Problem Solving		2 J				
	Prutsmann	"Creative Dramatics"		2 1/2 V, J				
MARCH 1	Fryer	General Personalized Approach		2 1/2 J				
5	Dahms	Reading Methods, Lecture, Discussion		2 1/2 V				
8	Dahms	Discipline, Classroom Management		1 J				
	Kronnick	Personnel Interviews	1 1/2 J					
11	Chalmers	New Math for Disadvantaged					2 V	
12	Dahms	Creative Writing Centers					1 V	
	Dilday	Taba Method (social studies)					2 V	
15	Dahms	Personnel Interviews, Self-Evaluation	1 J					
	Deslonde	Flanders' Categories	1 1/2 J					
18	Obradovic	Sensitivity to Minorities				3 V		

Seminar and Workshop Calendar (Continued)

Date	Person	Topic	General Competency Area					
			Role Responsibilities	Classroom Techniques	School Admin.	Multi-Ethnic	Subject Matter	Politics, Phil., History
March 18	Chalmers	New Math					2 V	
19	Dahms	Lesson Planning, Role Responsibility	1 V					
	Obradovic	Sensitivity to Minorities						
	Blaker	Orff Methods (music)				3 J	2 V	
	Obradovic	Workshop in Sensitivity				2 W		
22	Dahms	Lesson Planning, etc.	1 J					
26	Dahms	Fall Planning	1 V					
	Deslonde	Flanders' Categories	2 V					
29	Dahms	Fall Planning, Resource Centers		1 1/2 J				
	Dilday	Taba Method				1 1/2 J		
April 2	Dahms	Individual Differences,	1 V					
	Deslonde	Teaching Styles						2 V
5	Deslonde	Teaching Styles						2 J
6	Gabriel (RUSD)	Personnel Hiring Strategies and Statistics			2			

Seminar and Workshop Calendar (Continued)

Date	Person	Topic	General Competency Area					
			Role Responsibilities	Classroom Techniques	School Admin.	Multi-Ethnic	Subject Matter	Politics Phil., History
APRIL 8	Borrowman	Conflict Resolution in Self and System						2 1/2 V
19	Deslonde	Resolving Intrasystem Conflicts						2 J
	Castaneda	Relating Cultural Style to Teaching Style				2 W		
21	McKeown	Evaluating Ethnical, Moral Behavior (Kohlberg)						2 W
23	Lohman	Meeting Individual Needs				2 V		
26	Borrowman	Conflict Resolution in Self and System						2 J
28	Adelman	Discovering Answers to Discipline Problems		2 W				
MAY 3	Lohman	Meeting Individual Needs				2 J		
4	Yoshiwara	Developing an Ethnic Curriculum				2 W		
7	Deslonde	Changing Nature of Student Teacher Program						2 V
10	MacMillan	Behavior Modification		2 W				
11	Ramirez	Mexican-American Education				2 W		

Seminar and Workshop Calendar (Continued)

Date	Person	Topic	General Competency Area					Politics, Phil., History
			Role Respon- sibilities	Classroom Techniques	School Admin.	Multi- Ethnic	Subject Matter	
MAY 14	Cooper	Language Arts and Literature					2 V	
17	Cooper	Language Arts and Literature					2 J	
	Fryer	Initiating Learning Centers		1 1/2 W				
28	Lucas	Psychodiagnostic Teaching in Multi-Ethnic Class- rooms				2 V		
JUNE 1	Lucas	Psychodiagnostic Teaching in Multi-Ethnic Class- rooms					2 J	
9	Tucker	Discipline and Control		3 W				

APPENDIX D

UNIVERSITY SUPERVISOR GROUP MEETINGS WITH TITLE IV STUDENT TEACHERS

APPENDIX D

UNIVERSITY OF CALIFORNIA, RIVERSIDE DEPARTMENT OF EDUCATION

UNIVERSITY SUPERVISOR GROUP MEETINGS WITH TITLE IV STUDENT TEACHERS (Patricia Dahms)

<u>Date</u>	<u>Place</u>	<u>Discussion topics</u>
January 18	Victoria	Plans for university supervision
January 20	Jackson	Plans for university supervision
February 1	Jackson	Reading Methods; lecture and discussion
February 4	Victoria	Overview of student teaching assignment Lesson planning: student responsibilities Role of student teacher, classroom teacher, master teacher and university supervisor
February 5	(all student teachers) 5383 Greenbrier Drive	Orientation for student teachers
February 18	Victoria	Classroom management, pupil behavior, discipline
February 22	Jackson	Overview of student teaching assignment Lesson planning, student responsibilities Role of student teachers, classroom teacher, master teacher and university supervisor
March 5	Victoria	Reading Methods: Lecture and discussion
March 8	Jackson	Classroom management, pupil behavior, discipline
March 12	Victoria	Interviewing for teaching position Student teacher evaluation Self-evaluation
March 12	Jackson	Social - students and teachers (Dahms' home)
March 15	Jackson	Interviewing for teaching positions Student teacher evaluation Self-evaluation
March 19	Victoria	Orientation for second student teaching assignment Lesson plans, teaching responsibilities

March 22	Jackson	Orientation for second student teaching assignment Lesson plans, teaching responsibilities Long range planning
March 26	Victoria	Suggestions for getting started in teaching position in fall
March 29	Jackson	Suggestions for getting started in teaching position in fall Meeting individual differences Independent resource centers
April 2	Victoria	Meeting individual differences Independent resource centers

APPENDIX E

UNIVERSITY SUPERVISOR GROUP MEETINGS WITH CLASSROOM SUPERVISING TEACHERS

APPENDIX E

UNIVERSITY OF CALIFORNIA, RIVERSIDE DEPARTMENT OF EDUCATION

UNIVERSITY SUPERVISOR GROUP MEETINGS WITH CLASSROOM SUPERVISING TEACHERS (Patricia Dahms)

<u>Date</u>	<u>Place</u>	<u>Discussion topic</u>
January 18	Victoria	Plans for university supervision
January 20	Jackson	Plans for university supervision
January 26	Victoria	Overview of student teaching assignment lesson planning; student responsibilities, role of student teacher, classroom teacher, master teacher, and university supervisor
February 8	Victoria	Observation and evaluation of student teacher Helping student with self-evaluation Analyzing teaching act
February 8	Jackson	Overview of student teaching assignment Lesson planning: student responsibilities Role of student teachers, classroom teacher, master teacher, and university supervisor
February 23	Victoria	Types of student teacher evaluation Procedures, Conference
March 11	Victoria	Role of classroom teacher in student teacher evaluation
March 11	Jackson	Observation and evaluation of student teacher Helping student with self-evaluation Analyzing teaching act
March 24	Victoria	Orientation for second student teaching assignment Lesson plans Teaching responsibilities
March 26	Jackson	Orientation for second student teaching assignment Lesson plans Teaching responsibilities
April 7	Victoria	Student teacher evaluation Spring quarter

APPENDIX F

SITE VISITS AND SPECIAL PROGRAMS ATTENDED BY CERTIFIED
AND STUDENT TEACHERS IN THE TWO TITLE IV SCHOOLS

APPENDIX F

SITE VISITS AND SPECIAL PROGRAMS ATTENDED BY CERTIFICATED AND STUDENT TEACHERS IN TWO TITLE IV SCHOOLS

Victoria School

- October 10 Mrs. Rhoades: Workshops in cross-age teaching, Lippett program, UCX
- November 12 Mrs. Seamount: 36th Street School, Los Angeles, Adelman-Fryer project, "Personalized Reading" (1s)
- November 19 Mrs. Humphreys: Rancho Vista School, Palos Verdes, a William Glasser "School Without Failure" (1s)
- January 28 Miss Haller, Mrs. Graziano, Mrs. Shen: Sherman Oaks Elementary School in Sherman Oaks, program based on the concept of the British "Enfant Schools"
- March 25 Mrs. Rhoades, Mrs. Wilson: Longfellow School, Riverside, Title I "Intervention Room" with Mrs. Doris Mac Cartney
- March 29 Mrs. Russell, Mrs. Morrow and 11 student teachers: Cathedral City School, Bob Prutsman's "Creative Dramatics" class (1s)
- April 8 Mr. Cline, Mrs. Galt, Mrs. Graziano: Collett School, Alvord District, "Prolexia" program; Washington School, Riverside, contract system for upper-grade children
- May 13 Miss Porter and 13 student teachers: Workshop in SEED Mathematics Program, UCR by Mr. Bruce Chalmers (1s)

Jackson School

- October 10 Miss Miller: Workshops in cross-age teaching, Lippett program, UCX
- January 28 Mrs. Yeager, Mrs. Damron: Sherman Oaks Elementary School, Sherman Oaks, program based on concept of the British "Enfant Schools"
- March 11 Mrs. Haga, Mrs. Tomlin, Miss Egly: Sherman Oaks (3s)

Note: This is a partial list garnered from lists of substitute requests, interviews with Title IV participants and school personnel. Complete lists of site visit dates and locations were not given to Title IV personnel this year. The number of substitutes requested the day of the visit is given in parentheses.

March 18 Mrs. Alred, Mrs. McNeill, Mrs. Hatch, Mrs. Spivey, Mr. Streeter,
Miss Drozewski, Miss Clark: Sherman Oaks (7s)

May 13 Mrs. Spivey, Mrs. Cook: Emerson and Longfellow Schools, Riverside
(1s)

May 19 Mrs. Fleming, Mrs. Scott, Mrs. Yeager, Mrs. Damron: 36th Street
School, Los Angeles, Adelman-Fryer Project, "Personalized
Reading" (2s)

May 20 Mr. Nicholson, Mr. Valencik: Fountain Valley, California, an open,
"informal" school (1s)

May 20 Mrs. Alred, Mrs. Spivey, Miss Tweten: Bonny Oehl School, Highland,
California, an "open" school (1s)

May 26 Mrs. McGowen, Miss Miller, Mrs. Fleming, Miss Kelly, Mrs. Way:
Wilmington Park Elementary School in Wilmington Park,
an "open" school (2s)

May 27 Mrs. Spivey: Bonny Oehl School, Highland, California (1s)

May 27 Mrs. Yeager, Mrs. Damron: Cucamonga Elementary School, Cucamonga,
the "Bilingual - Bicultural Program" (Ramirez follow-
up)

June 1 Miss Miller, Mr. Streeter, Miss Kelly, Mrs. Way: Bob Prutsman's
"Creative Dramatics" (2s)

June 11 Miss Abrams, Miss Clark, Miss Eakin, Mrs. McNeill, Mrs. Huber,
Mrs. Shannon: Cathedral City, Bob Prutsman's "Creative Dramatics"
(6s)

APPENDIX G

QUESTIONNAIRES AND RATING SHEETS

Introductory Questionnaire

This is an open-ended questionnaire. Listed below are some areas Bob and I have identified as important concerns of the UCR project. Feel free to comment on any or all of the topics contained in the questionnaire. Opinions, recommendations, anecdotal remarks, etc. are appropriate.

Jim Deslonde

I. General Concerns:

A. Research -

B. Evaluation -

C. Discipline -

D. Integrated Schools -

E. Busing -

F. Interracial relationships (Faculty-child, Child-child, Faculty-parent, etc.) -

G. UCR Program -

H. UCR Students -

I. Academic courses (suggestions for Jackson school faculty) -

II. School:

A. Classroom-Instructional:

Primary-

Upper-

B. Playground -

C. Gifted Program -

D. Ungraded Program -

E. Speech Therapist -

F. Psychological Services -

G. Health Program -

H. After School extra-curricular -

III. Groups:

A. Faculty-Staff-Aides -

B. PTA -

C. Communities -

1. Casa Blanca -

2. East Side -

3. Jackson School -

D. School Volunteers -

E. Extra-curricular Personnel -

F. Cafeterial Staff -

G. Custodial Staff -

H. Bus Drivers -

IV. Miscellaneous -

TITLE IV
GENERAL PROGRAM QUESTIONNAIRE
SCHOOL STAFF
March, 1971

Please finish the following sentences.

1. My initial reaction when I first heard the Title IV Student Teacher Program described was:

2. My feelings about the program at present are:

3. If the University has the program next year I would suggest:
 - a.

 - b.

 - c.

4. For the remainder of the year I would like to see:

5. Right now the university has several ways of having credential candidates obtain teaching experience. As best you can try to assess the strengths and weaknesses of the "master teacher model" (having Pauline Morrow or Bob Valencik in addition to the UCR supervisor) as compared to the regular student teacher program or the intern program. Try to make the assessment without regard to the particular personalities occupying the various roles involved.

6. Rank order the following role definitions twice, first according to how you viewed the student teachers before they came to the school in January and second, how you view them now.

(Place a 1, 2, or 3 before each role.)

In January I felt the student teachers were going to be:

- _____ "change agents" in the public school system.
_____ members of an ordinary student teacher program.
_____ members of a group who wanted special training in multi-ethnic schools.

In March I now feel the student teachers are:

- _____ "change agents" in the public school system.
_____ members of an ordinary student teacher program.
_____ members of a group who wanted special training in multi-ethnic schools.

7. Please rate the Title IV program on the following characteristics:

- a. In regard to placing the student teachers with pupils of a variety of ethnic and cultural backgrounds in your present classroom the program was:

/ / / / / / /
Poor Average Excellent

Explain your rating if you wish:

- b. In regard to the complex problem of integrating the needs of the student teachers, the UCR credentialing program and the school itself, the program could be rated:

/ / / / / / /
Poor Average Excellent

Explain your rating if you wish:

- c. In regard to providing overall student teacher preparation, the program could be rated:

/ / / / / / /
Poor Average Excellent

Explain your rating if you wish:

TITLE IV
GENERAL PROGRAM QUESTIONNAIRE
STUDENT TEACHERS

March, 1971

Please finish all possible sentences. Rewrite beginning if you wish.

1. I was initially attracted to the Title IV Student Teacher Training Program because:

2. If the University has the program next year I would suggest:
 - a.

 - b.

 - c.

3. For the remainder of the year I would like to see:

4. Right now the University has several ways of having credential candidates obtain teaching experience. As best you can try to assess the strengths and weaknesses of the "master teacher model" (having Bob and Pauline in addition to the UCR supervisor) as compared to the regular student teacher program or the intern program. Try to make the assessment without regard to the particular personalities occupying the various roles involved.

5. Rank order the following role definitions twice, first according to how you felt just after the orientation in January and second, how you feel now in regard to what you think your main role as a member of this program is:

(Place a 1, 2, or 3 before each role.)

In January I felt I was:

- _____ a change agent in the public school system.
- _____ a member of an ordinary student teacher program.
- _____ a university (graduate) student trying out a potential life style.

In March I now feel:

- _____ a change agent in the public school system.
- _____ a member of an ordinary student teacher program.
- _____ a university (graduate) student trying out a potential life style.

6. Please rate the Title IV program on the following characteristics:

- a. In regard to placing you with pupils of a variety of ethnic and cultural backgrounds in your present classroom, the program was:

/ / / / / / / /
Poor Average Excellent

Explain your rating if you wish:

- b. In regard to the complex problem of integrating the needs of the elementary school you are in, the needs of the UCR credentialing program and your own needs, you feel the program could be rated:

/ / / / / / / /
Poor Average Excellent

Explain your rating if you wish:

7. In regard to providing overall preparation for teaching, the program could be rated:

/ / / / / / / /
Poor Average Excellent

Explain your rating if you wish:

TITLE IV
LABORATORY SCHOOL-TEACHER EDUCATION MODULE

School Staff Questionnaire

June, 1971

1. In your opinion, the student teachers at your school received a training experience which could be classified as:

/ / / / / / /
Poor Average Excellent

Explain your rating if you wish:

2. As far as you personally are concerned, your feelings about having the Title IV student teachers in your school next year could be said to be:

/ / / / / / /
Very Don't care Would like to
Negative either way have them very
much

Explain your rating if you wish:

3. The major good points about the Title IV student teacher training program are:

a. _____

b. _____

c. _____

4. The major bad points about the Title IV student teacher training program are:

a. _____

b. _____

c. _____

5. If we should have the program next year I would suggest the following changes:

- a. _____

 b. _____

 c. _____

6. The following workshops were offered late in the year. Would you please check in the appropriate categories for each workshop?

	I did not attend	I did attend	How useful did you find this workshop?
Jeanne Fryer:			
<u>Personalized reading</u>	☐	☐	/ / / / / / / / Not at Somewhat Very all useful useful
Sylvia Obradovic:			
<u>Black sensitivity</u>	☐	☐	/ / / / / / / / Not at Somewhat Very all useful useful
Bob Prutsman:			
<u>Creative Dramatics</u>	☐	☐	/ / / / / / / / Not at Somewhat Very all useful useful
Alfredo Castaneda:			
<u>Learning styles</u>	☐	☐	/ / / / / / / / Not at Somewhat Very all useful useful
Howard Adelman:			
<u>Discipline problems</u>	☐	☐	/ / / / / / / / Not at Somewhat Very all useful useful
Florence Yoshiwara:			
<u>Ethnic curriculum</u>	☐	☐	/ / / / / / / / Not at Somewhat Very all useful useful

6. (con't) I I
 did not did
 attend

How useful did you find this workshop?

Don MacMillan

☐
☐

Behavior
modification

/ / / / / / /
 Not at Somewhat Very
 all useful useful

Manuel Ramirez

☐
☐

Mexican-American
Education

/ / / / / / /
 Not at Somewhat Very
 all useful useful

Comments regarding workshops: _____

7. Please describe your feelings concerning the role you see UCR playing in Riverside schools:

8. To what extent do you feel the student teachers exerted pressure of any type on the teachers at your school?

/ / / / / / /
 Not at Somewhat A great
 all deal

Explain if you wish: _____

9. As a result of your guidance what improvements and changes did your student teacher(s) make in his (her) classroom performance?

10. Do you plan to adopt any of the innovations you worked on with your student teacher(s)?

Student Teacher Questionnaire

1. In your opinion, the student teachers at your school received a training experience which could be classified as:

Explain your rating if you wish:

- a.
- b.
- c.

- a.
- b.
- c.

- a.
- b.
- c.

5. The following workshops were offered late in the year. Would you please check in the appropriate categories for each workshop?

	I did not attend	I did attend	How useful did you find this work- shop?
Jeanne Fryer:			
<u>Personalized reading</u>	☐	☐	//////// Not at all Somewhat useful Very useful
Sylvia Obradovic:			
<u>Black sensitivity</u>	☐	☐	//////// Not at all Somewhat useful Very useful
Bob Prutsman:			
<u>Creative Dramatics</u>	☐	☐	//////// Not at all Somewhat useful Very useful
Alfredo Castaneda:			
<u>Learning styles</u>	☐	☐	//////// Not at all Somewhat useful Very useful
Howard Adelman:			
<u>Discipline problems</u>	☐	☐	//////// Not at all Somewhat useful Very useful
Florence Yoshiwara:			
<u>Ethnic curriculum</u>	☐	☐	//////// Not at all Somewhat useful Very useful
Don MacMillan			
<u>Behavior modification</u>	☐	☐	//////// Not at all Somewhat useful Very useful
Manuel Ramirez			
<u>Mexican-American Education</u>	☐	☐	//////// Not at all Somewhat useful Very useful

Comments regarding workshops: _____

6. The following seminars and sessions were offered this year. Would you please check in the appropriate categories for each seminar

	I did not attend	I did attend	How useful did you find this seminar?
<u>Orientation sessions</u>	☐	☐	Not at all / / Very useful
Pat Dahms:			
<u>Role responsibilities, supervision, classroom management, etc. (many sessions)</u>	☐	☐	Not at all / / Very useful
Jeanne Fryer:			
<u>Personalized reading</u>	☐	☐	Not at all / / Very useful
Ben Kronnick:			
<u>Personnel interviews</u>	☐	☐	Not at all / / Very useful
Pauline Dilday:			
<u>Taba method</u>	☐	☐	Not at all / / Very useful
Sylvia Obradovic:			
<u>Encounter sessions</u>	☐	☐	Not at all / / Very useful
Sally Blaker:			
<u>Orff method</u>	☐	☐	Not at all / / Very useful
Richard Gabriel:			
<u>Personnel strategies</u>	☐	☐	Not at all / / Very useful
Merle Borrowman:			
<u>Conflict resolution</u>	☐	☐	Not at all / / Very useful

6. Continued

I
did not
attend

I
did
attend

How useful did you find this seminar?

Rob McKeown:

Kohlberg
categories

☐
☐

Not at all Somewhat useful Very useful

Mark Lohman:

Meeting
individual
needs

☐
☐

Not at all Somewhat useful Very useful

Charles Cooper:

Language
arts

☐
☐

Not at all Somewhat useful Very useful

Marilyn Lucas:

Psychodiagnostic
teaching

☐
☐

Not at all Somewhat useful Very useful

Comments regarding seminars: _____

7. Please describe your feelings concerning the role you see UCR playing in Riverside schools:

8. To what extent do you feel the student teachers exerted pressure of any type on the teachers at your school?

/ / / / / / / /
Not at / Somewhat / A great
all deal

Explain if you wish:

9. List any innovations you made in your classroom and describe the reception they received from the regular teachers:

10. In your next job, do you plan to adopt any of the innovations you worked on with your supervising teachers?

TITLE IV

LABORATORY SCHOOL-TEACHER EDUCATION MODULE

COMMENT SHEET: STUDENT TEACHER PROGRAM

Category Definitions

1. Classroom Management: Degree to which
 - a) student is able to manage pupils in a humane manner consistent with some theory of education.
 - b) student can handle disruptive behavior effectively.
2. Basic Rapport: Degree to which
 - a) student shows awareness of individual pupil's emotional needs and learning styles, and effectively meets these needs.
 - b) student show awareness of whole group needs, and responds effectively to pupils as a group.
3. Responsibility for Class: Degree to which
 - a) student is able to assume responsibility for extended periods.
 - b) student is able to make long-range study plans.
4. Voice, General Presentation: Degree to which
 - a) voice is clear, non-distracting.
 - b) voice delivers message, "I am in charge, but I am a pleasant person."
 - c) general appearance and behavior are pleasant, non-irritating.
5. General Reliability: Degree to which
 - a) Student shows reliability in being prepared with lesson plan and well thought out lesson.
 - b) student is prompt in arriving in morning, keeping appointments and fulfilling obligations to school staff and others.
6. Leadership: Degree to which
 - a) student seems to be cognizant of others' needs and works effectively to resolve group or individual problems.
 - b) student is perceived by other students as leader.

TITLE IV

LABORATORY SCHOOL-TEACHER EDUCATION MODULE
COMMENT SHEET: STUDENT TEACHER PROGRAM

Student _____ Classroom Teacher _____ Date _____

1. Classroom Management

/ / / / / / /
Poor Average Excellent

Comments:

2. Basic Rapport:

/ / / / / / /
Poor Average Excellent

Comments:

3. Responsibility for Class

/ / / / / / /
Poor Average Excellent

Comments:

4. Voice, General Presentation

/ / / / / / /
Poor Average Excellent

Comments:

5. General Reliability

/ / / / / / /
Poor Average Excellent

Comments:

6. Leadership

/ / / / / / /
Poor Average Excellent

Comments:

Raters Name _____

APPENDIX H

STUDENT TEACHER RATINGS OF SEMINAR AND WORKSHOP PRESENTATIONS

APPENDIX H

STUDENT TEACHER RATINGS OF SEMINAR AND WORKSHOP PRESENTATIONS

Presentations receiving ratings in the 5.0 to 6.0 range:

Victoria

Jeanne Fryer: Personalized Reading
Bob Prutsman: Creative Dramatics
Florence Yoshiwara: Japanese-American History
Sally Blaker: Orff Method
Charles Cooper: Research in Language Arts
Pat Dahms: A series of meetings covering role responsibilities, classroom management, etc.

Jackson

Jeanne Fryer: Personalized Reading
Bob Prutsman: Creative Dramatics
Howard Adelman: Discipline Problems
Florence Yoshiwara: Japanese-American History
Manuel Ramirez: Mexican-American Education
Merle Borrowman: Conflict Resolution

Presentations receiving ratings between 4.0 and 4.9.

Victoria

Alfredo Castaneda: Learning Styles
Don MacMillan: Behavioral Modification
Manuel Ramirez: Mexican-American Education
Ben Kronnick: Personnel Interviews
Pauline Dilday: Taba Method
Rob McKeown: Ethical Development
Mark Lohman: Integration Needs
Marilyn Lucas: Psychodiagnostic Teaching

Jackson

Bob MacMillan: Behavior Modification
Pat Dahms: a series of meetings concerning role responsibilities, classroom management, etc.
Ben Kronnick: Personnel Interviews
Pauline Dilday: Taba Method
Rob McKeown: Ethical Development
Charles Cooper: Research in Language Arts
Marilyn Lucas: Psychodiagnostic Teaching

Presentations receiving ratings between 3.0 and 3.9.

Victoria

Sylvia Obradovic: Encounter Sessions
Howard Adelman: Discipline Problems
Richard Gabriel: Personnel Strategies

Jackson

Sylvia Obradovic: Encounter Sessions
Alfredo Castaneda: Learning Styles
Richard Gabriel: Personnel Strategies
Mark Lohman: Integration Needs